PE 1111
.P615
v. 2
Copy 1

MASTERY GRAMMAR GUIDES

BOOK TWO

BY

ERMA PIXLEY

AND

MARY FRASHER

Name _____

School _____

Grade _____ *Date* _____

Teacher _____

D. C. HEATH AND COMPANY

BOSTON · NEW YORK · CHICAGO · ATLANTA

SAN FRANCISCO · DALLAS · LONDON

Contents

UNIT 3

LESSON	PAGE
1. Sentence Structure	1
2. The Compound Sentence	2
3. Common Uses of the Noun and Pronoun	3
4. Compound Uses of the Noun	5
5. The Indirect Object	7
6. Diagramming the Indirect Object	8
7. The Possessive Modifier	10
8. Nouns Used Independently	11
9. Nouns in Apposition	13
10. Diagramming Nouns in Apposition	14
11. General Study of Uses of the Noun	16
12. Capitalization and Punctuation	17
13. Punctuation of Appositives	18
14. Punctuation of Quotations	19
15. Dates and Addresses; Parenthetical Expressions	20
Daily Drill	21
Supplementary Sentences	23
Unit Tests	25

UNIT 4

LESSON	PAGE
1. Kinds of Pronouns	30
2. Personal Pronouns	31
3. Number of Nouns and Pronouns	32
4. Gender of Nouns and Pronouns	33
5. Nominative Case	34
6. Objective Case	35
7. Possessive Case	36
8. Review of Properties of Nouns and Pronouns	37
9. Declension of Personal Pronouns	38
10. The Antecedent of a Pronoun	39
11. Agreement of a Pronoun with Its Antecedent	40
12. Correct Use of Case	41
13. Correct Use of Personal Pronouns	42
Daily Drill	43
Supplementary Sentences	44
Unit Tests	45

UNIT 5

LESSON	PAGE
1. Clauses	50
2. Principal and Subordinate Clauses	51
3. Subordinate Clauses	52
4. Relative Pronouns	53
5. Adjective Clauses	54
6. Subordinate Conjunctions.	55
7. Subordinate Conjunctions.	56
8. Adverbial Clauses	57
9. Adverbial Clauses	58
10. Adjective and Adverbial Clauses.	59
11. Noun Clauses As the Subject.	61
12. Noun Clauses As the Complement	62
13. General Study of Noun Clauses	64
14. General Study of Subordinate Clauses	66
15. Simple and Compound Sentences	68
16. Complex Sentences.	69
17. Use of Comma with Introductory Subordinate Clauses.	71
Daily Drill	72
Supplementary Sentences	73
Unit Tests	75

To the Pupil

These lessons can make grammar so easy for you that you will enjoy every bit of it if you will do just what they tell you to. Even if you have had difficulty with grammar, don't be discouraged. You need never have any difficulty again if you will do just as you are told.

The first thing to do is to find out the things you need to learn; so ask your teacher for a test, and she will tell you about the work. Be sure to find out all about it and why you are doing it. That will make it much easier for you.

On the inside of the back cover you will find your Progress Card. There you will check the things that your test has shown that you know. Above your Progress Card is a Test Chart. You will find there a list of all the things in your test. Find the things on your Test Chart that you did not know. Opposite each item you will find the number of the lesson in which you can learn about it. Copy on a piece of note paper the lessons you need to study and start right in to work.

At the top of each page you will find the explanation of the lesson. Below the explanation you will find the work that you are to do. Study the explanation carefully. Then do the work by following the directions exactly.

Sometimes you may need help from your teacher. However, if your teacher cannot help you immediately, do not sit idle and waste your time. Try the next sentence; then try the next, or else study the definitions in the Daily Drill which you will find at the close of each unit. You have no idea of the progress you can make if you do your part. Your part is to *work* honestly and sincerely.

In taking up a lesson containing a new idea, repeat the subject of the lesson several times so that you will get it fixed in your mind. Read your lesson carefully, because you can never do the work assigned unless you know what it is all about.

Work quietly and calmly. Do not be troubled if you do not understand everything at once. Always go just as far as you can with a sentence, and then you will often discover that you can go a little farther. It is a wonderful thing to discover that you can really *master* things by yourself.

You may work along for several days and seem to be making no progress. Then suddenly it will all become clear to you in a flash. But remember that this does not happen unless you have honestly tried.

Now you are ready to start. Work hard. Remember that you are bound to succeed if you follow instructions and honestly try.

Copyright, 1930, by Erma Pixley and Mary Frasher

PRINTED IN U. S. A. ©C1A 25587

3 ED

JUL 21 1930

PE1111
.P615

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 1

Sentence Structure

The writing or building of correct sentences is called **sentence structure.** Even if you already write correct sentences, it will be an advantage to you to know the principles underlying sentence structure.

The first two things to learn are these:

1. A sentence is a group of words expressing a complete thought.

It is very important to be able to tell whether a group of words is a complete thought. If it states a fact, asks a question, or gives a command, it is a sentence.

2. If a group of words does *not* make a complete thought, it must be joined to some other group that will complete the meaning, or words must be added to complete the meaning.

Examples: 1. (*a*) *Incomplete thought:*
Waving in the air, towering high above the buildings of the city.

(*b*) *Complete thought:*
The flag was waving in the air, towering high above the buildings of the city.

2. (*a*) *Incomplete thought:*
Whenever I see a large white farmhouse with gray gables.

(*b*) *Complete thought:*
Whenever I see a large white farmhouse with gray gables, *I think of my old home.*

Some of the groups of words below express complete thoughts; others do not. Before each one that expresses a complete thought put a cross (x).

Find each group of words that does not express a complete thought. Think of words that will complete the thought and write the entire sentence in the space to the right.

1. Enclosing two dollars to pay for a year's subscription to *Boy's Life.*
2. The thing which I admire about him most.
3. I shall try to give a description of my ideal girl.
4. He had been working on an invention for about two years.
5. A few weeks after the grand opening which occurred on June 21.
6. On a frosty morning when the first business man set foot on the main street in Hayleville.
7. He replied that he had finished all his work.
8. The chief topic of conversation all week throughout the town.
9. Going back to some work which he had intended to finish the night before.
10. Having worked on the sentences for an hour.
11. The teacher explained the work to the visitor.
12. Pulled the sheet farther up over his head and turning over for another nap.

CORRECTED SENTENCES

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 2

The Compound Sentence

After you have learned to recognize complete thoughts, the next step is to understand the **compound sentence.**

The compound sentence was carefully explained in Unit II, but we shall review it briefly in this lesson.

When two or more separate and distinct thoughts are combined to make one sentence, it is called a **compound sentence.** One of the important things to know in sentence structure is how to connect these thoughts correctly.

There are two ways in which the thoughts of a compound sentence may be properly connected:

1. By the semicolon (;).

Example: The first part of the vacation we worked at home; during the last part we took a trip to the mountains.

2. By a conjunction preceded by a comma (,).

Example: The first part of the vacation we worked at home, *but* during the last part we took a trip to the mountains.

Never connect separate and distinct thoughts by a comma only.

Each of the sentences below contains two or more separate and distinct thoughts. In some of the sentences the thoughts are connected properly; in some they are not. Find the sentences that are written correctly and place a C (for "Correct") before each of them.

Study each of the remaining sentences and decide whether it would be better to connect its thoughts by a *semicolon* or a *conjunction preceded by a comma.* Copy each of these sentences correctly in the space to the right.

CORRECTED SENTENCES

1. One of the speakers was Mr. Brown, who announced that he would answer any questions about the schools of long ago, and we were greatly interested in his replies.
2. I asked him what subjects they studied he told me that they studied chiefly reading, writing, and arithmetic.
3. Bees are very useful they carry seeds of flowers and plant them on their way to their hives.
4. The native bee is a dozing bumble-bee who has learned nothing from experience, he starves in time of scarcity.
5. In Salem many years ago there lived an old man who was very kind to his neighbors, and they loved him very much.
6. It was now his turn to recite, quietly and calmly he walked to the front of the room.
7. The highwayman came riding down the road in the moonlight, thinking only of his sweetheart, Bess, but suddenly he stopped with a start.
8. Thereupon one of the committee stepped forward it was the venerable schoolmaster, again a cheer arose but the schoolmaster silenced it immediately.
9. Once every year they hold a music and poetry contest the winner is put on a throne and is highly praised he has won the greatest honor in the school.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 3

Common Uses of the Noun and Pronoun

Four common uses of the noun or pronoun are:
1. As the subject.
2. As a predicate nominative complement.
3. As a direct object complement.
4. As the object of a preposition.

In Units I and II you learned a great deal about the subject and complements, but there are a few points yet to learn. One of them is this: **Often the words *this*, *that*, *these*, and *those* are used as the subject or complement of a sentence.**

Example: *That* is he.

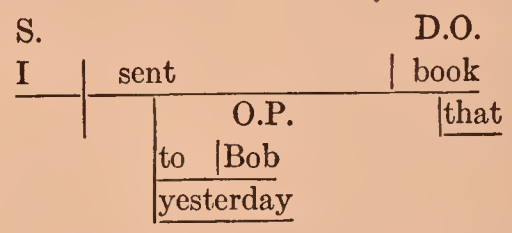
If we say, "That man is he," we know "man" is the subject. But if we drop the word "man" the sentence reads, "That is he." The word "that" then becomes a pronoun, taking the place of the noun "man," and is the subject of the verb "is"; "he" is the predicate nominative complement, because "he" means the same person as the subject.

The same thing is true in this sentence: "Those skates may be my skates." If we drop the first noun, "skates," the sentence reads, "Those may be my skates." The word "those" then becomes a pronoun, taking the place of the noun "skates," and is the subject of the verb "may be."

"It" is often used as the subject of a sentence. In a question like this, "Was it he?" we turn the sentence around to find the subject, saying, "It was he." In that case, "it" is the subject and "he" is the predicate nominative complement, because "he" means the same person as "it" does.

Never try to turn the sentence around if it is a *statement.* In this sentence, "It was he," "it" is the subject and "he" the predicate nominative complement, because "he" means the same person as the subject, "it."

You can see at a glance how easy it is to tell the use of nouns when you have diagrammed the sentence. Take for example the diagram of this sentence: "That book I sent to Bob yesterday."



Above each noun or pronoun you will find its use marked.

The following sentences contain nouns and pronouns used only in the four ways mentioned in this lesson: as subject (S.), predicate nominative (P. N.), direct object (D. O.), object of the preposition (O. P.). Use the spaces provided on the next page to diagram each sentence.

After you have finished the diagramming, write above each noun or pronoun the abbreviation that indicates its use in the sentence.

1. Did you see me at the circus?
2. Where did she get that lovely box of candy?
3. That man must have been the principal of the school.
4. It was I.
5. Could that have been they?
6. I spoke to him at the close of the period.
7. These uses of the noun you will soon understand perfectly.
8. That was she.
9. That may be she now.
10. Some of us can go now.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 3

(Continued)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Name..... Date.....

MASTERY GRAMMAR GUIDES

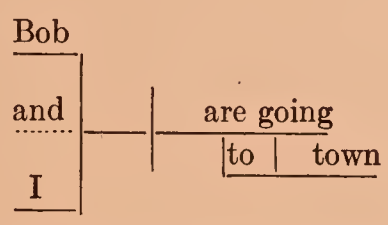
Unit 3, Lesson 4

Compound Uses of the Noun

It is important to recognize the use of nouns and pronouns when two or more words are used as the subject, direct object, predicate nominative, or object of the preposition.

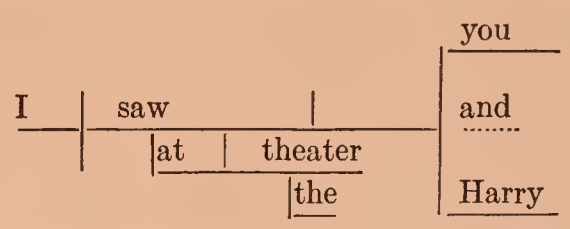
In this sentence, "Bob and I are going to town," "Bob" and "I" are the compound subject. Compound parts of the sentence are easily diagrammed. If you have a compound subject, draw a line for each subject and connect it to the main line.

Example:



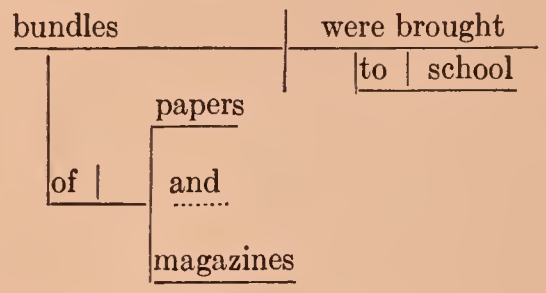
In this sentence, "I saw you and Harry at the theater," "you" and "Harry" are the compound direct object.

In diagramming such a sentence, draw a line for each complement and connect these lines to the main line.



In this sentence, "Bundles of papers and magazines were brought to school," "papers" and "magazines" are the compound object of the preposition "of."

Here again, we draw a line for each object of the preposition and connect it to a main line.



The following sentences contain nouns and pronouns used in these four different ways: as subject, predicate nominative, direct object, and object of the preposition. Some of the nouns and pronouns are italicized. In many cases there is a compound subject, complement, or object of a preposition. Diagram each sentence in the spaces provided on the next page.

After you have finished the diagramming, write above each italicized noun or pronoun the abbreviation that shows its use in the sentence.

1. *She* and *Mary* are now starting to Eagle Rock.
2. Give your *address* to *him* and *me*.
3. These *apples* and *bananas* I found in the refrigerator.
4. We have been *friends* and *neighbors* for seven years.
5. *Harry* and *Harriet* are twins.
6. *Mr. Errickson* and Mr. Prather had been *partners* for several *months*.
7. Could *that* have been they?
8. Those *books* and *papers* you should put in the *cupboard*.
9. In *France* and *England* you will find many *places* of great beauty.
10. Sit between *Sarah* and *me*.

Name ..... Date .....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 4

(Continued)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 5

The Indirect Object

In this lesson you will study a fifth use of the noun: as the **indirect object.**

In this sentence, "I gave Tom an apple," I gave the apple *to* whom or *for* whom? "Tom" is the answer; so we say "Tom" is the **indirect object.**

The indirect object shows, without any preposition, to whom or for whom an action is done.

In this sentence, "Bring Sarah and me your book," you are to bring the book *to* whom or *for* whom? "Sarah" and "me" both answer the question; so we have two indirect objects.

Notice that an indirect object must show *without any preposition* to whom or for whom an action is done. If there is a preposition, as in this sentence, "I gave an apple *to* the boy," the noun or pronoun must be the object of the preposition; it cannot be the indirect object.

An important thing about the indirect object is this: You can never find *to* whom or *for* whom an action is done until you have found the direct object (the person or thing that receives the action). Therefore, if there is no direct object, there can be no indirect object.

Examples: 1. The man in the black hat ran rapidly down the street.

There is no direct object in this sentence. Therefore, there can be no indirect object.

2. James has been our gardener for many years.

"Gardener" is a predicate nominative. There is no direct object. Therefore, there can be no indirect object.

In the following sentence, however, "I gave the boy a sandwich," "sandwich" is the direct object.

We then ask, "I gave a sandwich *to* whom or *for* whom?" "Boy" is the answer; so "boy" must be the indirect object.

Not every sentence that has a direct object has also an indirect object. A sentence has an indirect object only when there is some noun or pronoun that shows *to* whom or *for* whom the action is done.

Many of the sentences below contain one or more indirect objects; some do not. Underline each of the indirect objects.

1. Show Father your report card.
2. Bob showed his report card to his father.
3. Wire Margaret and Mildred the information at once.
4. Bring me the morning paper, please.
5. Elsa has been a pianist for years.
6. Take them these books on your way to school.
7. Tell Mother and Dorothy about your trip.
8. Send George, Harry, and Walter copies of the report.
9. All the arrangements have now been made.
10. Last night our neighbor mowed his lawn.
11. Telegraph the news to Grace.
12. Mother wrote them a letter yesterday.
13. The Badgers gave her financial assistance.
14. Have you given Dr. Reeks a copy of the plans?
15. Not all the members of the club could be present.
16. Did you tell Alma and Grace the news?
17. Isabel has gone to Wisconsin for a short visit with her father.
18. This recipe for muffins I found in the *Times* one morning.
19. Will you send Mother and Katherine the recipe?
20. Yes, I shall gladly send them the recipe.

Name ..... Date .....

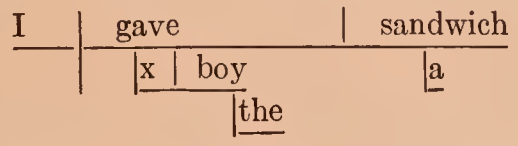
MASTERY GRAMMAR GUIDES

Unit 3, Lesson 6

Diagramming the Indirect Object

Diagramming the indirect object is very simple.

Example: I gave the boy a sandwich.

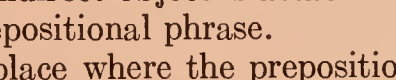


There are two things to remember in diagramming an indirect object:

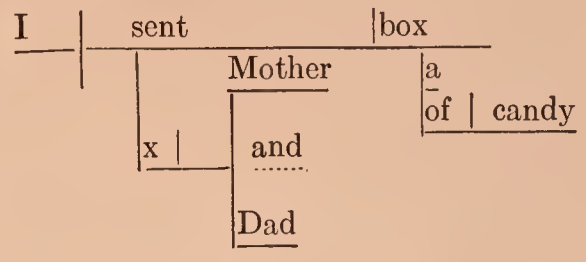
1. The indirect object is attached to the verb as if it were a prepositional phrase.
2. The place where the preposition ordinarily occurs is marked with a cross (x).

In this sentence, "I sent Mother and Dad a box of candy," we have two indirect objects.

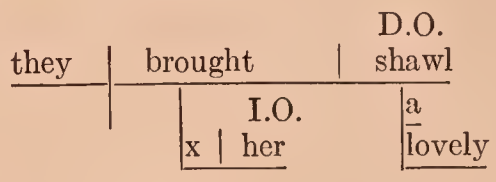
We first diagram the subject, predicate, and complement.



Then we ask, "I sent box *to* whom or *for* whom?" "Mother" and "Dad" both answer the question; so they are both indirect objects. We draw a separate line for each indirect object, and the entire sentence is diagrammed as follows:



Example: They brought *her* a lovely *shawl.*



The following sentences contain certain nouns and pronouns that are italicized. Each of these italicized words is used in one of these five ways: as subject, predicate nominative, direct object, object of the preposition, indirect object (I. O.). Diagram the sentences in the spaces provided on the next page.

After you have finished the diagramming, find the location of each italicized word in the diagram. Then write above each of these words the abbreviation that shows its use in the sentence.

1. Did you lend *him* your *eraser?*

2. The tall *boy* walked rapidly down the *street.*

3. She gave her *friend* a *basket* of flowers at Christmas time.

4. That *song she* had sung to the *children* before.

5. Give *him* your *book* now.

6. Send *me* your *address.*

7. Beside *him* quietly sat the little *girl.*

8. Send *Ellen* and *her* a *copy* of the paper.

9. The governor handed the *secretary* his *report.*

10. Will *you* tell *Mrs. Dennis* your name?

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 6

(Continued)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Name ..... Date .....

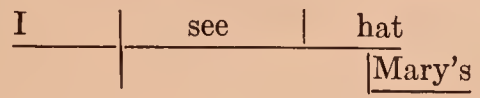
MASTERY GRAMMAR GUIDES

Unit 3, Lesson 7

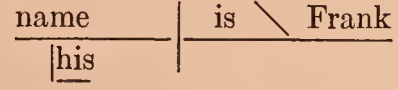
The Possessive Modifier

A possessive modifier is a noun or pronoun that shows possession and modifies some other noun or pronoun.

In this sentence, "I see Mary's hat," the noun "Mary's" shows possession by telling *whose* hat it is. "Mary's" also modifies "hat" as if it were an adjective telling *which* hat. Therefore, "Mary's" is a *possessive modifier*. It is diagrammed like an adjective.



In this sentence, "His name is Frank," the pronoun "his" shows possession by telling *whose* name. "His" modifies "name" as if it were an adjective telling *which* name. Therefore, "his" is a possessive modifier. In the diagram a possessive modifier is always attached to the word it modifies.



In studying the possessive modifier, we should review again the rules for forming the possessive of nouns which we studied in Unit I.

1. To form the singular possessive form of a noun, write the singular form. Then add an apostrophe and *s* after the noun.

Examples: man's, James's.

2. To form the plural possessive form of the noun, write the plural form of the noun. Then

(*a*) If the plural form ends in *s*, add an apostrophe *only* after the final *s*.

Examples: cats', boys'.

(*b*) If the plural form does *not* end in *s*, add an apostrophe and *s* after the plural form.

Examples: men's, women's.

It is important to note that the possessive pronoun *its* contains no apostrophe; thus: its name, its color.

The following sentences contain certain nouns and pronouns that are italicized. Each of these words is used in one of the following six ways: as subject, predicate nominative, direct object, object of the preposition, indirect object, possessive modifier (Poss. M.). Above each italicized word write the abbreviation that shows its use in the sentence.

S. Poss.M. P.N.
Example: *This* is *my* favorite *candy*.

1. *Bob's* mother sent *me* some *candy*.
2. *Our* school won the *championship* this year.
3. *Mrs. Lindbergh's* son must be a great *joy* to her.
4. *That* was *our teacher*.
5. *This* must be *he*.
6. Could *that* have been *she?*
7. We must tell *Arthur* our *experiences*.
8. *Sam's books* we could never find in the *morning*.
9. Up the steps walked *Sarah's teacher*.
10. During the long winter *evenings* we listened to *Grandfather's* stories.
11. During the summer *Alice* and *Ed* traveled through *several* of the Western States.
12. They have been *our friends* for many years.
13. *One* of *her* friends brought *her* a beautiful coat from Havana.
14. Catalina Island is an ideal *place* for a *vacation*.
15. Near *them* stood President Hoover and *his son*.
16. This unusual *dress* I found in a small shop in Chicago.
17. Could *it* have been that *shop* near Fourteenth and Madison?
18. I have sent *them* many customers.
19. *My* friends have been very kind to me.
20. Cable *Harriet* and *Sam Bob's* new address.

Name ..... Date .....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 8

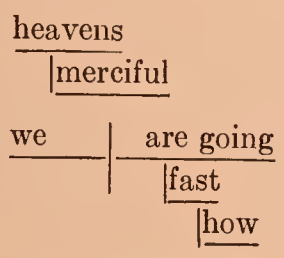
Nouns Used Independently

There are two simple uses of the noun which we shall study together: the use of nouns as exclamations, and the use of nouns in direct address. The nouns are said to be used independently because they have no connection with the rest of the sentence.

The exclamatory noun is used to express sudden or strong feeling.

It is followed by an exclamation point and is diagrammed on a line by itself *above* the subject.

Example: Merciful heavens! How fast we are going!

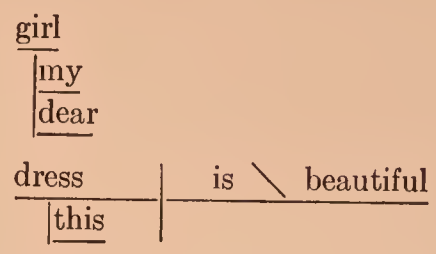


The noun of direct address is the name of the person to whom you are talking.

The noun of direct address can never be the subject of the sentence.

The noun of direct address is always set off from the rest of the sentence by the comma. In diagramming, it is placed on a line by itself *above* the subject, as is the exclamatory noun.

Example: This dress, my dear girl, is beautiful.



Notice that an exclamatory noun or a noun of direct address may have modifiers just like any other noun.

If a sentence contains both an exclamatory noun and a noun of direct address, it is diagrammed like this:

Example: Heavens, George! What are you doing?

The italicized nouns and pronouns in the following sentences are used in the following eight different ways: as subject, direct object, object of a preposition, predicate nominative, indirect object, possessive modifier, an exclamation (Excl.), in direct address (D.A.). Diagram the sentences in the spaces provided on the next page.

After you have finished the diagramming, find the location of each italicized word in the diagram. Then write above each of these words the abbreviation that shows its use in the sentence.

1. *Mother*, did you write *Jim* that letter?
2. Sing one last song, my good *friends*.
3. It was an old-fashioned mahogany *desk*, *Father*.
4. The youngest child became the *pet* of the family.
5. *My soul!* What are you doing?
6. *Mr. Alcott*, when will *your* school open?
7. I did not hear the concert at the *Hollywood Bowl*.
8. Why do you worry, *Margaret?*
9. *Heavens!* Did you hear that *explosion?*
10. By the *light* of the moon we followed the trail.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 8

(Continued)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Name ..... Date .....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 9

Nouns in Apposition

You have now studied eight uses of the noun: as subject, predicate nominative, direct object, object of the preposition, indirect object, possessive modifier, an exclamation, and in direct address.

In this sentence, "I sent my mother a lovely gift, a shawl from Spain," "shawl" *explains* what the gift was.

In this sentence, "John Morgan, the only lumberman in this town, came from Oregon," "lumberman" *explains* who John Morgan is.

In the preceding sentences, "lumberman" and "shawl" are examples of **nouns in apposition.** The following statement about a noun in apposition you should *learn:*

A noun in apposition is a noun that is placed after another noun or pronoun to explain it. If a noun is a *complement* or a *noun of direct address,* it cannot at the same time be a noun in apposition.

In this sentence, "Mr. Morgan is a splendid lawyer," "lawyer" explains who Mr. Morgan is, but cannot possibly be a noun in apposition because it is a *predicate nominative complement.*

In this sentence, "George, where are you going?" "George" means the same person as "you," but because we are talking *to* "George," "George" is a *noun of direct address;* so it cannot be a noun in apposition.

Remember these points about nouns in apposition:

1. Nouns in apposition may be modified by adjectives or adjective phrases just like other nouns.

2. A noun in apposition always *comes after* the noun it explains.

3. A noun may be in apposition with any other noun or pronoun in the sentence, whether that noun or pronoun be the subject, predicate nominative, direct object, object of a preposition, indirect object, or a noun of direct address.

4. Sometimes there are two or more nouns in apposition with the same word.

Example: My friends from New York, *Sally* and *Harriet,* left yesterday.

Many of the sentences below contain one or more nouns in apposition; a few do not. Underline each noun in apposition.

1. San Diego, a thriving city in Southern California, we visited during our trip.
2. They were talking to Dr. Swan, the new minister.
3. We sent our cousins, Betty and Sarah, a picture of our new home.
4. Dr. Seamon has been the minister here only a short time.
5. Topeka, the capital of Kansas, has a fine new hotel, the "Jayhawker."
6. Mother's Christmas gift to me was a lovely silk pillow for the davenport.
7. Hilda, what do you have in your pocket?
8. Ben Hur, a famous character in literature, lives again in the motion picture of that name.
9. Yesterday we visited Ramona's wedding place, a famous landmark near San Diego.
10. "Sleepy Hollow," the home of Washington Irving, is a place of charm and loveliness.
11. The Japanese Gardens, a place of unusual beauty, are located in Hollywood.
12. The cars on Kansas Avenue run every five minutes.
13. Japanese persimmons, a most delicious fruit, are now on the market.
14. In New York City recently we saw Joan Crawford, the wife of Douglas Fairbanks, Jr.
15. Did you send a check to Mr. Rose, the carpenter on the Fourth Street job?
16. No, I sent Mr. Swan, the plumber, a check on Thursday.
17. Bills should always be paid promptly.
18. Our grandfather, a Civil War veteran, told us many thrilling stories.
19. Detroit is a prosperous city in Michigan, the home of many automobile factories.
20. My favorite dessert, blueberry pie, is their specialty.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 10

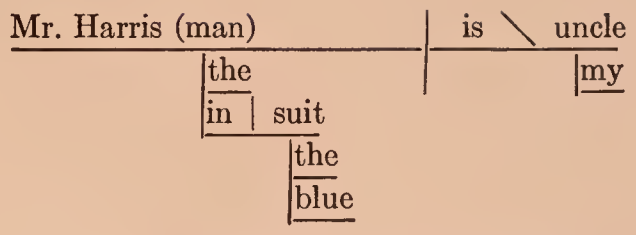
Diagramming Nouns in Apposition

In diagramming a noun in apposition, there are three things to remember.

1. Place the noun in apposition *directly* after the noun or pronoun it explains, on the same line.
2. Place parentheses around the noun in apposition.
3. Attach the modifiers of a noun in apposition in the same way that you attach the modifiers of any other word in the sentence. Nouns in apposition may be modified by adjectives or adjective phrases, just as any other nouns may be.

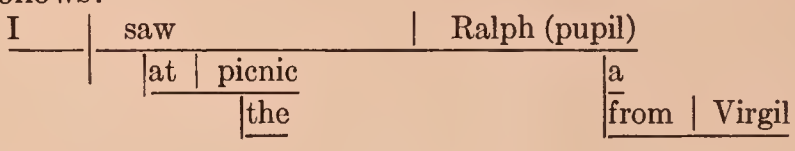
Examples: 1. Mr. Harris, the man in the blue suit, is my uncle.

"Man" is in apposition with "Mr. Harris"; so we diagram the sentence as follows:



2. I saw Ralph, a pupil from Virgil, at the picnic.

"Pupil" explains who "Ralph" is, and is therefore in apposition with "Ralph." The sentence is diagrammed as follows:



The following sentences contain certain nouns and pronouns that are italicized. Each of these italicized words is used in one of the following nine ways: as subject, predicate nominative, direct object, object of preposition, indirect object, possessive modifier, an exclamation, in direct address, in apposition (Appos.). Use the spaces provided on the next page to diagram the sentences.

After you have finished the diagramming, find the location of each italicized word. Write above each of these words the abbreviation which shows its use in the sentence.

1. We saw Mr. Smith, our *gardener*, at the *concert*.
2. I carefully examined the *book*, a beautiful *gift* from my mother.
3. *Some* of our *friends* could not remain for the last *act*.
4. His son, a *boy* in the eighth grade, sent the *teacher* his home work by a *friend*.
5. *Heavens!* Are you worrying about that *apple?*
6. Mr. Jones, the prominent *lecturer*, always tells his *audience* many entertaining *stories*.
7. *Robert*, walk rapidly to the other *side* of the lake.
8. Down the *street* hurried the *chief* in his red car.
9. Mr. Smith, the *postman*, sent *Mrs. Walker* a notice about a registered *letter*.
10. The *book* was given to *Mr. Smith*, an old *friend* of our family.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 10

(Continued)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 11

General Study of Uses of the Noun

You have now studied nine uses of the noun:

1. As subject.
2. As predicate nominative.
3. As direct object.
4. As object of the preposition.
5. As indirect object.
6. As possessive modifier.
7. As an exclamation.
8. In direct address.
9. In apposition.

If you understand these uses thoroughly, you should be able to look at any simple sentence and tell how any noun or pronoun in the sentence is used.

You cannot do this by looking at one word alone. You must see it in its relation to the other parts of the sentence.

By this time you should be able to make a diagram of a sentence in your mind. This is very necessary in determining the use of a noun in a sentence. Always start, of course, by finding the *subject*, *predicate*, *complement*, and kind of complement. Sometimes this shows you the use of the noun you are considering, and you need go no further.

At other times you will have to go on. Look next for the modifiers to see if the noun or pronoun you are considering is the *object of a preposition* or a *possessive modifier*.

If it is neither of these, see whether it could be an *indirect object* or *noun in apposition*.

Last, but not least, the noun may be used independently, as an *exclamatory noun* or *noun of direct address*.

Never decide on the use of a noun in a careless fashion. Always use the *definite plan* outlined in this lesson; you will be surprised to find how easy it is. If you come to a sentence you cannot diagram in your mind, try diagramming it on a piece of scratch paper. This will clear up your difficulty immediately.

The sentences below contain certain nouns and pronouns that are italicized. Each of these words is used in one of the nine ways mentioned above. Above each italicized word write the abbreviation that shows its use in the sentence.

1. *Mr. Gordon's car*, a 1929 *model*, was bought from *Tom Mix*.

2. Could you lend *Harriet* and *me* some of your paper?

3. Beyond the *hills* lies a fertile *valley*.

4. *Bob, that* must have been your *sister*.

5. *Our* captain, *Bob Dennis*, sent *you* this message.

6. These *sentences*, my good *friends*, you should consider very carefully.

7. *Mercy!* Can that be *Bob* and *he?*

8. With *courage* and *confidence* the president announced to the *club his* plans for the year.

9. Molly had been *Mary's friend* and *companion* for many months.

10. My *home work*, the *sentences* for English and those *problems* in algebra, I must have left in the car.

11. Show *me* your picture, *Hilda*.

12. These Easter *baskets* Mother and I are taking to the *children* at the General Hospital.

13. *Mercy!* Could *that* have been *they?*

14. Edna and *he* live at Cannon Beach.

15. *Howard*, show Grandmother and *her* your book.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 12

Capitalization and Punctuation

You have learned certain things about the use of capital letters. You have studied the use of end marks and the use of apostrophes.

We shall now study some of the simple rules for the use of the comma.

Rule 1. Nouns of direct address, with their modifiers, should be set off by the comma.

Examples: 1. Tom, please close the door.
2. The book, Mother, is most interesting.

Rule 2. "Yes" and "no," when used in answering questions, should be set off by the comma.

Examples: 1. Yes, we arrived a little early.
2. No, your train has not left.

Rule 3. Members of a series should be separated from one another by the comma unless there are conjunctions between all the members of the series.

Examples: 1. Men, women, children took part in the ceremony.
2. Men, women, and children took part in the ceremony.
3. Men and women and children took part in the ceremony.

Notice that there is no comma after "children." In other words, the members of the series are *not* separated from the rest of the sentence by the comma; they are separated only *from each other*.

Notice, in the second example, that although there is a conjunction between the last two members of the series, the comma, also, is used.

It is only when all the members of the series are joined by conjunctions, as in the third example, that no comma at all is used.

Below, you will find twenty sentences that contain no commas. Place commas where they belong.

The commas that you need in these sentences illustrate only the three rules that you have studied in this lesson. Place above each comma that you use the number of the rule it illustrates.

2 1
Example: Yes, we are leaving at once, Father.

1. Sam what do you have in your pockets?
2. I have string pencils pennies and marbles.
3. Will you please bring me a drink Mary?
4. Your hat Mother is very becoming.
5. No I have never read it Tom.
6. Books shows and hikes are Harry's chief pleasures.
7. Yes Molly the train for San Diego leaves at once.
8. How beautiful the sunset is Dorothy!
9. In her bag Mrs. Stephenson carries her handkerchief money notebooks and pencil.
10. Sherman have you ever visited London in the spring?
11. Pencil paper and your books are the materials you need in this class Virginia.
12. No your excuse is not satisfactory Martha.
13. Martha brought the teacher an unsatisfactory excuse.
14. Parents teachers and pupils work together at Virgil Junior High School.
15. Have you had enough exercise William?
16. Has James's hat come from the store yet?
17. No horses cows and pigs are seldom seen in a city.
18. Are the girls' coats and hats in the dressing room?
19. Arms legs and feet are important parts of any person's body my dear friend.
20. How glad I am that this lesson is finished!

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 13

Punctuation of Appositives

In your last lesson you studied three rules for the use of the comma. In this lesson you will study Rule 4.

Rule 4. Nouns in apposition, with their modifiers, should be set off by the comma.

Examples: 1. This pen, a gift from my brother, I have had for two years.

In this sentence, "gift" is the noun in apposition. It is modified by the article "a," which precedes it, and by the prepositional phrase, "from my brother," which follows it.

2. Mr. Holcomb, our grocer, is very accommodating.

The sentences below contain no marks of punctuation. Put in the commas, apostrophes, and proper end marks where they belong.

The commas needed illustrate only the four rules that you have studied. Place above each comma the number of the rule it illustrates.

Example: Yes, Leone, my sister from Detroit, spent last summer with us.

1. Last night I visited Mr. Quick a friend of my father

2. No the carriage an old-fashioned vehicle is seldom seen on the street

3. Harriet will you ask these persons Bob Sam and Grace to report to the principals office

4. Tennis Opals favorite game requires much skill

5. Have you seen Mr. Arnheim the artist of great fame

6. The weapon a queer old-fashioned pistol he had found in the garret

7. Collecting books pottery and pictures was Mr. Grahams hobby

8. The childrens books must be in the cupboard

9. No I cannot find anything here but paper pencils and caps

10. When will those flowers the roses and pansies bloom

11. Miss Stever a famous writer lives in Chicago

12. Yes any kind of clothing dresses shoes or coats will be a great help

13. This book a story of the sea should interest you

14. Some sentences do not require any commas

15. Mr. Dickenson our butcher always does his best to please us

16. Last night I was cook nurse and dishwasher at our house

17. Helens father called on Mr. Keene the principal of the school

18. Have you ever driven across the continent in an automobile

19. Mr. Howell the gardener on a large estate was the childrens friend

20. Have you punctuated all these sentences carefully

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 14

Punctuation of Quotations

You have studied four rules for the use of the comma. Rule 5 has to do with the use of the comma with quotations.

Rule 5. Direct quotations should be separated from the rest of the sentence by the comma when the quotation is a statement. When the direct quotation is a question or exclamation, and precedes the words of explanation, use a question mark or exclamation point instead of the comma.

Examples: 1. Mary said, "Let me go with Jane."
2. "Are you going now?" asked Jane.
3. "How beautiful that is!" exclaimed Jane.

There are certain other things to notice in the punctuation of quotations:

1. A direct quotation should be enclosed in quotation marks.

2. The first word of a direct quotation should be capitalized.

Example: Anne said, "Please bring me the book."

3. The same rules apply to divided quotations.

Example: "I hope," said De Loss, "that they will come."

Notice, in this example, that all the exact words of the speaker are enclosed in quotation marks; that the words of the direct quotation are set off by commas; and that only the first word of the quotation is capitalized.

4. Every time a different person speaks in a conversation, there should be a new paragraph.

"When will the parade that you were speaking of take place?" asked Mary.
"Really," replied Madge, "I have not yet found out about the time, but I will let you know when I do."

5. Do not put quotation marks around a sentence unless it is actually part of a conversation or unless it tells who said it.

Example: No, I am not going.

Below, you will find eight sentences that contain no capital letters or punctuation marks. Under each sentence is a space. Use these spaces to copy the sentences correctly.

Most of these sentences contain quotations. A few do not. All the commas that you need to use illustrate the five rules that you have studied. Place above each comma the number of the rule it illustrates.

Example: "Tom has read this book, a novel by Scott," said his mother.
(4 above "book," and 5 above "Scott,")

1. yes answered sam i lost my pencil at lunch

2. i am sorry replied the teacher but every one in this class must have a pencil tom

3. my car a 1929 model said mr. rose has given good service

4. most of the sentences in this lesson said miss taber contain quotations

5. mrs. ross the french teacher will begin her work on monday said the principal

6. tables chairs and pictures should always be carefully dusted

7. in our country replied the englishman we have some beautiful scenery

8. martha you have not finished your work said her mother quietly

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 3, Lesson 15

Dates and Addresses; Parenthetical Expressions

The sixth rule for the use of the comma deals with the different parts of dates and addresses.

Rule 6. The different parts of dates and addresses should be separated from each other and from the rest of the sentence by the comma.

Examples: 1. In Los Angeles, California, there are many beautiful sights.
2. On July 4, 1776, the Declaration of Independence was signed at Philadelphia.

The month and day of the month are regarded as one part of the date; so no comma is placed between them.

If there is only one item of a date or address mentioned, *no* comma is used.

Example: In Paris you will find many interesting sights.

Rule 7. Parenthetical expressions should be set off by the comma.

This is a dangerous rule in some ways, because it is so easy to call anything parenthetical. It is wise, for the present at least, to limit your use of this rule to such expressions as *of course, by the way, however*, and *nevertheless.*

The sentences below contain no marks of punctuation except end marks. Punctuate each sentence correctly. The commas that you use will illustrate the seven different rules that you have learned. Place above each comma the number of the rule it illustrates.

1. In May 1927 Colonel Charles Lindbergh made his great flight to Paris France.

2. Of course men women and children flocked to the field to see him land.

3. Yes Harry it was one of the great events in history said his father.

4. On January 22 1928 a faculty meeting was held at Virgil Junior High School.

5. By the way our principal Mr. Frisbee was attending a meeting in Berkeley California during the spring vacation said Mr. Hawkins.

6. Teachers' Institute an event of great interest opened in Chicago Illinois on December 9 1927.

7. In April 1564 Shakespeare was born at Stratford England.

8. On October 12 1492 Columbus discovered America.

9. The signing of the armistice was royally celebrated on November 11 1918 in London England.

10. You are invited to a party at the home of Mrs. Fry in Hartford Connecticut on July 4 1928 at eight o'clock.

11. Miss Farr a distinguished journalist addressed our club last night Margaret.

12. In Florence Italy on November 17 Bob met his friends.

13. However spring vacation explained one of the teachers furnishes a splendid rest for both pupils and teachers.

14. Mother what is the longest day in the year asked Mrs. Fosters small son.

Unit III

Daily Drill

Uses of the Noun[1]

1. *As the simple subject.* The simple subject is that part of the sentence about which you speak. To find the simple subject, ask the question *who* or *what* before the verb. (Beware of the preposition *of*.)

Example: Here stands the *pride* of the village.

2. *As a predicate nominative.* The predicate nominative is a complement that explains the subject and means the same person, place, or thing as the subject.

Example: This man is your *teacher*.

3. *As a direct object.* The direct object is a complement that receives some action from the verb.

Example: Bob hit the *ball*.

4. *As the object of a preposition.* The object of the preposition answers the question *what* or *whom* after the preposition.

Example: Did you go to *town* yesterday?

5. *As an indirect object.* The indirect object shows, *without any preposition, to* whom or *for* whom an action is done.

Example: Did you send *Jim* that address?

6. *As a possessive modifier.* The possessive modifier is a noun that shows possession and modifies another noun.

Example: *Mary's* hat is in the closet.

7. *As an exclamation.* The exclamatory noun expresses sudden or strong feeling.

Example: Heavens! When does the train leave?

8. *In direct address.* The noun of direct address is the name of the person spoken to. (The noun of direct address cannot, at the same time, be a subject or a noun in apposition.)

Example: *Harris*, please close the door.

9. *In apposition.* The noun in apposition is a noun that is placed after another noun to explain it. (If a noun or pronoun is a complement, it cannot, at the same time, be a noun in apposition.)

Example: Mr. Baltzer, the *butcher* in that store. is very accommodating.

[1] Pronouns are used in most of the ways in which nouns are used.

Uses of the Comma

1. Nouns of direct address should be set off by the comma.

Example: I wish, Mary, that you would come home early tonight.

2. "Yes" and "no," when used in answering questions, should be set off by the comma.

Example: Yes, I shall see you tonight.

3. Members of a series should be separated by the comma except when there are conjunctions between all the members of the series.

Examples: 1. Men, women, children took part in the ceremony.
2. Men, women, and children took part in the ceremony.
3. Men and women and children took part in the ceremony.

4. Nouns in apposition, with their modifiers, should be set off by the comma.

Example: Dr. Mayo, the famous *surgeon* from Rochester, arrived yesterday.

5. A direct quotation should be set off from the rest of the sentence by the comma when the quotation is a statement. When the quotation is a question or an exclamation, and precedes the words of explanation, use a question mark or exclamation point instead of the comma.

Examples: 1. "I want to go," said Mary.
2. "Will you go?" asked Mary.
3. "How pretty that is!" exclaimed Mary.

6. The different parts of dates and addresses should be separated from each other and from the rest of the sentence by the comma.

Examples: 1. In Los Angeles, California, there are many beautiful sights.
2. On July 4, 1776, the Declaration of Independence was signed at Philadelphia, Pennsylvania.

Note: If there is only one item in the address or date, no comma is used.

Example: In Chicago we saw many interesting sights.

7. Parenthetical expressions are set off by the comma.

Example: This time, however, I prefer not to go.

Quotations

1. A direct quotation should be separated from the rest of the sentence by the comma when the quotation is a statement. When the quotation is a question or an exclamation, use a question mark or exclamation point instead of the comma.

Example: Jane said decidedly, "Let us go now."

2. The words of a direct quotation should be enclosed in quotation marks.

Example: "I want to go home," said the little boy.

3. The first word of a direct quotation should be capitalized.

Example: Anne said, "Please give me your address."

Note: There may be several sentences in one quotation. In that case each sentence must, of course, begin with a capital letter.

Example: "I have a good job here," he said. "I do not know how long I shall remain. There seem to be many places of interest in this vicinity."

4. The same rules apply to divided quotations that apply to those in which the words of explanation precede or follow the quoted matter.

Example: "I wish," said Mary, "that we could go."

Notice, in this example, that the words of the direct quotation are set off by the comma; that the words of the direct quotation are enclosed by quotation marks; and that only the first word of the quotation is capitalized. The word "that" is really the *third* word in the whole quotation; it should therefore not be capitalized.

5. Every time a different person speaks in a conversation, there should be a new paragraph.

Unit III

Supplementary Sentences

Basic Uses of the Noun

Subject, Predicate Nominative, Direct Object, Object of Preposition

1. Specimens of those curious rocks I placed in my knapsack.
2. Julius gave a copy of the sentences to the teacher
3. Near Hilda stood an interesting character.
4. That man must have been Billy's uncle.
5. Each of the boys received his instructions before the parade.
6. Mildred has been my friend for many months.
7. The names of the pupils Clara copied on the board.
8. In one corner of the shop we saw many of his rare treasures.
9. Has Miss Anderson been your teacher during the entire term?
10. They have always been splendid neighbors.

Noun of Direct Address, Exclamatory Noun

11. My soul! Have I lost that book?
12. These lovely flowers you should put in water, Harriet.
13. My dear friend, it must have been he.
14. Heavens! Where did I put that paper?
15. Marjorie, did I put it in your locker?
16. Your blue dress should have been sent to the cleaner yesterday.
17. We are going to the show tonight, Helen.
18. An old man sat beside Sam at the concert.
19. Mercy! Each of you should have your own book.
20. Yes, Donald, Mr. Harris became president of his company at the end of ten years.

Indirect Object

21. Give him a cup of cold water.
22. Take Anne and her the apple.
23. They had been friends for years.
24. Send them a report of his condition.
25. The teacher taught the class much about the uses of nouns.
26. Put those flowers in the tall vase, Henry.
27. Goodness! Where have you been?
28. Lend him a pencil, please.
29. Tell Robert and me the story about King Midas.
30. Did you send Mother and Dad an Easter greeting?

Nouns in Apposition

31. Geraldine, my cousin from New York, arrived yesterday.
32. I saw two of my friends, Sally and Jane, last night.
33. My favorite game, tennis, is good exercise.
34. They were playing football, my favorite game.
35. Lend me a piece of paper, please.
36. Mr. Frederick Warde, a distinguished actor, spoke to us recently.
37. Mr. Mullen is an algebra teacher at Virgil High School.
38. We are just completing our third unit of grammar.
39. Did you ever read the life of Walt Whitman, the famous poet?
40. Elizabeth Ann, our hired girl, tells us stories about "Raggedy Ann."

General

41. Where can my *cap* be, Eddie?
42. Heavens! Has the bell for *lunch* rung?
43. *Bob*, *that* must have been *they*.
44. Mr. Todd, the *superintendent* of *our* school, visits *us* frequently.
45. The board had been erased by *Billy*, a *member* of the class.
46. Take *Mary* and *her* an apple.
47. *My* mother, the *woman* in the gray gown, is attending every *session* of the meeting.
48. Take *Mother* and *Harriet* these tickets for the *play*.
49. That may have been *they*, Margaret.
50. The committee showed *her* the *design*, a rough *sketch* by a prominent *artist*.

Unit III

Supplementary Sentences

Capitalization and Punctuation[1]

1. fred carl and dick sharpened their pencils today
2. no said the teacher i shall give you ten sentences
3. gladyss sigh could be heard all over the room mother
4. is that a sentence asked dick
5. margarets purse sweater and books were lying in the seat
6. this time however he did not go
7. are the boys papers neater than those of the girls
8. yes answered clifford i believe they are
9. kenneth where is your excuse asked the teacher
10. kenneth brought his excuse laid it on the desk and returned quietly to his seat
11. yes jane you may buy some apples potatoes eggs and butter
12. please ask mr. blair the butcher for a carton of cheese and a pound of sausage
13. mr. smith the gardener raises carrots turnips and radishes in his garden
14. mary the valedictorian of her class was given presents by john dick and harry
15. he received a letter addressed to 641 north howard boulevard wichita kansas
16. frank we have the chance to go to the mountains the desert or the beach
17. yes we have in the house bananas oranges apples and pears said jim
18. the event happened on may 16 1928 in toledo ohio
19. by the way can you come to the meeting tonight ruth
20. karls visor shaded his eyes
21. do you know mr. wakeman a builder from phoenix arizona
22. he believes however the tunnel will not be completed until may 1 1929
23. my friends mother a fine public-spirited woman will address the meeting
24. of course you should eat some fruit and vegetables every day max
25. i invited people from new york from chicago and from hartford said mrs. gileson the president
26. david became interested in sports of all kinds tennis football basket ball and swimming
27. in the city of boston in the state of massachusetts an old-fashioned tournament of music and poetry was once held said mr. fisher
28. algebra english and latin are my favorite studies said harold
29. the womans unfailing kindness to all has brought her a rich reward
30. how glad i am said anna may that you could come
31. in springfield missouri you will find several interesting schools in fact continued miss brooks it has sometimes been called the athens of america
32. no our algebra teacher miss marks from fairfax high school does not approve of that plan
33. donna did you have a satisfactory interview at the studio
34. esther head a girl from atlanta georgia will arrive thursday morning january 16 at eight a m
35. no ethel agnes and hilda will not be able to come

[1]At the close of Unit V will be found supplementary sentences for a general study of all rules of capitalization and punctuation which have been included in all the units.

Name..... Date.....

Mastery Grammar Guides

Test on Unit III

Form A

I. The following sentences contain twelve italicized nouns or pronouns. Each of these words is used in one of these nine ways: as a subject, predicate nominative, direct object, the object of a preposition, a possessive modifier, an indirect object, an exclamation, in direct address, or in apposition. Copy the italicized words in the space below. Opposite each word write its use in the sentence.

1. Take *Dorothy* and *her* a *piece* of pie, *Mary*.
2. During this *term Bob* has been *president* of *his* class and a *member* of the baseball team.
3. The Ford, a popular *car* in the United States, has been of great service to many people.
4. That *book I* must have left at home.

	Italicized Word	Use in Sentence
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

II. The sentences below are written without capitals and without any marks of punctuation. Copy each sentence correctly in the space below.

1. this hat said mrs wood belonged to my father
2. that hallowe'en costume a ridiculous clown suit has not been worn since the party given at 319 south arden blvd alhambra california
3. yes alice we are serving nuts candies and ice cream

Corrected Sentences

Name..... Date.....

Mastery Grammar Guides

Test on Unit III

Form B

I. The following sentences contain eleven italicized nouns or pronouns. Each of these words is used in one of these nine ways: as a subject, predicate nominative, direct object, the object of a preposition, a possessive modifier, an indirect object, an exclamation, in direct address, or in apposition. Copy the italicized words in the space below. Opposite each word write its use in the sentence.

1. In later *years* Sam, the homely *chap* in the picture, became the *senator* from his district.
2. Take *Katherine* and *her some* of *your* cake, *Polly.*
3. *Heavens!* That *paper I* must have lost on the way to school.

Italicized Word	Use in Sentence
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	

II. The sentences below are written without capitals and without any marks of punctuation. Copy each sentence correctly in the space below.

1. bob sam and harry will not return from the mountains until tuesday january 8 1929
2. yes this dress a gift from neva i must send to the repair shop tomorrow dorothy
3. did santa claus bring you many lovely gifts this season asked the friendly man

Corrected Sentences

Name..... Date.....

Mastery Grammar Guides

Test on Unit III

Form C

I. The following sentences contain ten italicized nouns or pronouns. Each of these words is used in one of these nine ways: as a subject, predicate nominative, direct object, the object of a preposition, a possessive modifier, an indirect object, an exclamation, in direct address, or in apposition. Copy the italicized words in the space below. Opposite each word write its use in the sentence.

1. At the *corner* of *their* house *several* of those lovely cypress trees had been planted.
2. *Mary,* Mrs. Garvey sent *you* and *me some* of her choice dahlia bulbs.
3. Mrs. Thomas, the *secretary* at Washington High School, has been my *friend* for many *years.*

Italicized Word	Use in Sentence
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

II. The sentences below are written without capitals and without any marks of punctuation. Copy each sentence correctly in the space below.

1. yes this trip said father has been one of the most delightful i have ever taken
2. on december 14 1929 at le conte junior high school we heard a delightful program mr. gould
3. harry louis and frank planned the celebration a dinner for their mother

Corrected Sentences

Name..... Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT III

Form D

I. The following sentences contain ten italicized nouns or pronouns. Each of these words is used in one of these nine ways: as a subject, predicate nominative, direct object, the object of a preposition, a possessive modifier, an indirect object, an exclamation, in direct address, or in apposition. Copy the italicized words in the space below. Opposite each word write its use in the sentence.

1. They sent *their friend* some flowers, an appropriate *gift* for any *occasion*.
2. *Mother*, may I take a *few* of these *magazines* to *Mrs. Donaldson?*
3. *That* must have been *he*.

ITALICIZED WORD	USE IN SENTENCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

II. The sentences below are written without capitals and without any marks of punctuation. Copy each sentence correctly in the space below.

1. by december 15 1929 this boulevard said mr. hollingsworth will be completed
2. the weapon a quaint curiously shaped dagger was placed in a museum
3. no fred i do not wish to go tonight

CORRECTED SENTENCES

Name..... Date.....

Mastery Grammar Guides

Test on Unit III

Form E

I. The following sentences contain eleven italicized nouns or pronouns. Each of these words is used in one of these nine ways: as a subject, predicate nominative, direct object, the object of a preposition, a possessive modifier, an indirect object, an exclamation, in direct address, or in apposition. Copy the italicized words in the space below. Opposite each word write its use in the sentence.

1. A *few* of the pupils the *teacher* sent to the *office* for a change of program.
2. Tell *Bob* the news about the *show, Charles.*
3. They had been *friends* and *neighbors* for years.
4. *Mercy!* Have you seen "David Copperfield," *my* library *book*?

Italicized Word	Use in Sentence
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	

II. The sentences below are written without capitals and without any marks of punctuation. Copy each sentence correctly in the space below.

1. this work said mr. errickson must be finished next week without fail
2. yes lula on january 29 1928 mr. garvey the postman brought us the letter
3. dates figs and apples were on the table

Corrected Sentences

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 4, Lesson 1

Kinds of Pronouns

You have learned that a pronoun is a word that takes the place of a noun. There are five kinds or classes of pronouns:

1. Interrogative.
2. Demonstrative.
3. Indefinite.
4. Personal.
5. Relative.

In this unit we shall study only the first four kinds.

1. An *interrogative* pronoun is one that introduces a direct or an indirect question.

Examples: 1. *Who* is that man?
2. I wonder *what* we shall have for lunch.

2. A *demonstrative* pronoun is one that points out something.

There are only four demonstrative pronouns: *this, that, these, those.*

3. Pronouns like *some, several, all, few, each, any one* are called **indefinite pronouns** because they **do not refer to any definite person, place, or thing.**

Remember that words which may be used as demonstrative or indefinite pronouns are adjectives if they modify a noun. They are pronouns *only when they stand for a noun.*

Examples: 1. *This* hat is mine. ("This" is an adjective.)
2. *This* is my hat. ("This" is a demonstrative pronoun.)
3. *Any* girl may go. ("Any" is an adjective.)
4. *Any* of you may go. ("Any" is an indefinite pronoun.)

The sentences below contain interrogative, demonstrative, and indefinite pronouns. In the space at the right, write, in the proper columns, the pronouns each sentence contains.

1. Some of Mary's friends are leaving tomorrow. (Notice the preposition *of* in this sentence. Does "some" modify friends, or is it the subject of "are leaving"?)
2. This is the correct answer.
3. What is Jack's last name?
4. This problem is the most difficult one in the lesson.
5. Those are delicious apples.
6. Has any one seen Tom Clark recently?
7. A few of these papers have already been graded.
8. Which of these is Sam's book?
9. Every one seems happy today.
10. What are you trying to say?
11. That is a perfect rose.
12. All of Aunt Jane's antiques were on display.
13. These are Helen's wraps.
14. Put those books in Bob's locker.
15. Which of the boys borrowed that pen?

	INTERROGATIVE PRONOUNS	DEMONSTRATIVE PRONOUNS	INDEFINITE PRONOUNS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Name..... Date.....

Mastery Grammar Guides

Unit 4, Lesson 2

Personal Pronouns

Personal pronouns are so named because they have a property not common to other pronouns. This property is **person.**[1]

There are three persons: first, second, and third.

[1] Although the distinguishing characteristic of the personal pronoun is person, some authors regard person as a property of nouns and other kinds of pronouns.

First person means the *person speaking:* I, me, we, us, my, mine, our, ours.

Second person means the *person spoken to:* you, thou, your, yours, thy, thine.

Third person means the *person spoken of:* he, she, it, they, him, her, them, his, her, hers, its, their, theirs.

This sounds simple, but it should be *learned* if you would avoid trouble.

Find the personal pronouns in the following sentences and write them in the space provided. Opposite each pronoun, under PERSON, write the figure that shows whether it is in the first person (1), second person (2), or third person (3).

	PERSONAL PRONOUN	PERSON
1. Will you please lay this paper on my desk, Jack?		
2. "There they go now!" she exclaimed.		
3. I have just finished reading a description of his latest invention.		
4. "To him that hath shall be given."		
5. This automobile is theirs.		
6. Isn't this book yours?		
7. No one answers his whistle.		
8. We had been away only about an hour.		
9. Many of their friends came here to shop.		
10. Please hand the excuse to me.		
11. That joke was on us.		
12. Did you ever hear such applause?		
13. "Where have you been?" she asked in an irritated tone of voice.		
14. Thursday always was my lucky day.		
15. He always has an answer on the tip of his tongue.		

Name..... Date.....

Mastery Grammar Guides

Unit 4, Lesson 3

Number of Nouns and Pronouns

Both nouns and pronouns have **number.** There are only two numbers:

1. **Singular** means *one:* he, I.

2. **Plural** means *more than one:* they, we.

You will remember from your study of Unit I that collective nouns are singular. If we say "team of horses," we mean more than one horse, but only *one* team; so "team" is singular. This point is important to remember.

Certain pronouns must be watched carefully. If we say, "All of them are going to town," "all" means more than one, and so is plural. But if we say, "Each of them is going to town," "each" refers to *each one* of them separately, and is therefore singular.

The following pronouns are always singular: *either, neither, each, every one, no one, some one, one.*

Which is usually singular, but is occasionally plural when it means *which ones* of a group.

Example: Which (ones) of the boys are going?

If you are ever confused about the number of such pronouns as *each, which, all, both,* or *neither,* the following test will help to clear up your difficulty:

If the word "one" is *included* in the pronoun or you can understand the word "one" *after* the pronoun, it is singular. If the pronoun definitely means *more than one*, it is plural.

The following will show you how this test works.

Examples: 1. Each (*one*) of us has a dollar. (Singular.)
2. Both of us have fifty cents. (Plural.)
3. Every *one* in the party is having a good time. (Singular.)
4. Which (*one*) of you is going? (Singular.)
5. Neither (*one*) of us was invited. (Singular.)
6. All of us are going. (Plural.)

The sentences below contain italicized nouns and pronouns. Some of these italicized words are singular; some are plural. Copy these words in the space at the right. After each word write whether it is singular or plural.

1. *Which* of you is going?
2. I saw *both* of the boys last night.
3. *Neither* of the men brought his team of horses.
4. *Each* of the boys assumed his share of the responsibility.
5. *This* is delicious cake.
6. *All* of the children shouted in unison.
7. *One* of the twins has blue eyes.
8. Does *either* of the boys know the place?
9. *These* are the best apples I have bought this summer.
10. *Every one* in the cast is a splendid actor.
11. This *pair* of shoes needs to be mended.
12. A large *herd* of Guernsey cattle is owned by the Adohr Company.
13. That *team* of horses is pulling a heavy load.
14. *Which* of you has my fountain pen?
15. Mr. Wheatly has bought two *teams* of horses for the new ranch.

	Italicized Word	Number
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 4, Lesson 4

Gender of Nouns and Pronouns

Both nouns and pronouns have **gender.** There are four genders: masculine, feminine, neuter, common.

A noun or pronoun is in the **masculine** gender when it denotes a male; for example, boy, father, uncle, he, him.

A noun or pronoun is in the **feminine** gender when it denotes a female; for example, mother, sister, aunt, she, her.

A noun or pronoun is in the **neuter** gender when it denotes a thing without sex; for example, book, lesson, pencil, it.

A noun or pronoun is in the **common** gender when it might be *either masculine or feminine*; for example, cousin. *Cousin* might be feminine or it might be masculine. There is nothing in the word *cousin* itself to show whether *cousin* is a boy or a girl. The same is true of the pronoun *they* or *we.*

The only kinds of gender that will ever bother you are neuter and common. The following statements will help you to keep them straight:

Neuter means *neither* masculine nor feminine.

Common means *either* masculine or feminine, or both.

You have now studied three properties of nouns and pronouns: person, number, and gender. (Remember, however, that person relates only to personal pronouns.) If you thoroughly understand these properties, you should be able to give the person, number, and gender of a given noun or pronoun from a sentence.

Example: *We* brought *Bob* a new *book.*

	PERSON	NUMBER	GENDER
We	First	Plural	Common
Bob	.....	Singular	Masculine
book	.....	Singular	Neuter

Copy the italicized words in the proper column. After each word write its person, number, and gender.

	ITALICIZED WORD	PERSON	NUMBER	GENDER
1. *I* called *him* and his *sister* at seven o'clock.	1.			
	2.			
2. Who is that tall *man* with *glasses?*	3.			
	4.			
3. Have *you* been to the Hollywood Bowl yet?	5.			
	6.			
4. *Every one* enjoys these *concerts* a great deal.	7.			
	8.			
5. *Those* are lovely *books.*	9.			
	10.			
6. Do *you* like to read?	11.			
	12.			
7. No, *I* have not seen *it.*	13.			
	14.			
8. *We* are lonely without our *mother.*	15.			
	16.			
9. Won't *you* please come here, Peggy?	17.			
10. *We* kept the secret for many days.				

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 4, Lesson 5

Nominative Case

You have studied the person, number, and gender of nouns and pronouns. The fourth property of these words is **case.**

Nouns and pronouns may belong to one of three cases: nominative, possessive, objective.

The all-important thing to learn about case is this: **The case of a noun or pronoun depends upon its use in the sentence.**

A noun or pronoun is in the **nominative case** when it is used in one of the following ways:

1. As the subject.

Example: *Mary* and *she* are going now.

2. As a predicate nominative.

Example: It was *she.*

3. In direct address.

Example: *Helen,* please come here.

4. As an exclamation.

Example: *Heavens!* What was that?

5. In apposition with a word in the nominative case.

Example: Jack, my *cousin,* is coming from Chicago.

The sentences below contain nouns and pronouns in the nominative case. Find these words and write them in the proper column. Opposite each word write its use in the sentence.

Do not do anything with the nouns or pronouns which are not in the nominative case.

NOUNS AND PRONOUNS	USE	NOUNS AND PRONOUNS	USE

1. Henry and I will go soon.

2. Chicago is the second largest city in the United States.

3. Are those they?

4. Our car, a Hudson, is an old model.

5. Helen, please open the door.

6. This is a Martha Washington rose.

7. They are the guilty ones, John and he.

8. Where have you been, Anna?

9. She is a nurse and an old friend of mine.

10. That boy in the blue suit is Henry, my best friend.

11. Pshaw! I spilled ink on this paper.

12. Will you please close the door, Martha?

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 4, Lesson 6

Objective Case

In this lesson we shall consider the **objective case.**

When a noun or pronoun is in the objective case, it is usually used as an object or in apposition with a word that is used as an object. The two words *objective* and *object* are so much alike that it is easy to remember that a noun in the objective case is usually used as an object.

A noun is in the **objective case** when it is used in one of the following ways:

1. As a direct object.

Example: Jack ate the *pie.*

2. As the object of a preposition.

Example: The kite flew over the *house.*

3. As an indirect object.

Example: Pass *me* that book, please.

4. In apposition with a word in the objective case.

Example: Jack gave Helen, my *sister,* a box of candy.

Remember that the case of a noun or pronoun always depends upon its use in the sentence.

The following sentences contain nouns and pronouns in the objective case. Find these words and write them in the proper column. Opposite each word write its use in the sentence.

Do not do anything with the nouns or pronouns that are not in the objective case.

	NOUNS AND PRONOUNS	USE	NOUNS AND PRONOUNS	USE
1. Anna took the faded flowers from the many vases in the room.				
2. Sit between her and me, please.				
3. Have you seen Henry, my chum?				
4. Around the pillars of the porch grew a honeysuckle vine.				
5. Have you given Helen and her that important message from the office?				
6. Give Mother her sewing, please.				
7. We looked at several cars, the Hudson, the Studebaker, and the Buick.				
8. Mother gave Bob and me tickets to the circus.				

Name ..... Date .....

Mastery Grammar Guides

Unit 4, Lesson 7

Possessive Case

You have studied the nominative and the objective case. The third case is the **possessive.**

When a noun or pronoun is a possessive modifier, it is in the **possessive case.**

Examples: 1. *Mary's* coat is new.
2. The *women's* bazaar was a success.
3. *Their* games are interesting.

In each example the noun or pronoun in the possessive case *shows possession* or ownership and *modifies another noun.*

If you will remember those two things about nouns in the possessive case, you will have no trouble with them.

You have now completed the study of the three cases. One thing you must always remember about case is this: *the case of a noun or pronoun depends upon its use in the sentence.* You can never be sure of the case of a word until you have found its use in the sentence. Sometimes you may have to diagram a sentence to find the use of some word.

Some of the italicized words in the following sentences are in the nominative case; some are in the objective case; others are in the possessive case. Copy these italicized words in the proper column. Opposite each word, under the correct headings, write its use and case.

1. *Our* house had been painted by *Mr. Parker.*
2. Are *Tom* and *he* friends of yours?
3. *Mother's* club meets today.
4. My friend, *Mrs. Taylor,* is a talented *woman.*
5. Mother gave *Helen* and *me* new *dresses* on our birthdays.
6. *Henry,* your mother is calling you.
7. Where did you buy such red *apples, James?*
8. The pencil was a long, yellow *one.*
9. Please give *Harry* and *me* our *hats.*
10. Yesterday's game, a *match* between *Virgil* and *Quincy,* was most exciting.

	Italicized Word	Use	Case
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 4, Lesson 8

Review of Properties of Nouns and Pronouns

You should now be able to take any given noun or pronoun in a sentence and give its person, gender, number, use, and case.

Example: *I* gave *Bob* the book.

WORD	PERSON	NUMBER	GENDER	USE	CASE
I	1st	Sing.	Com.	Subj.	Nom.
Bob	.....	Sing.	Masc.	I.O.	Obj.

You may need to review the lessons on person, number, and gender to be sure they are clear in your mind.

You will need to watch the use and case particularly. Always analyze your sentence before you put down the use of a noun or pronoun.

The case, you remember, depends upon the use of the noun or pronoun in the sentence.

Copy the italicized words in the proper space. Then write opposite each word its person, number, gender, use, and case. (Use abbreviations.)

	WORD PERSON NUMBER GENDER USE CASE
1. *John*, will you go on an errand for *me*, please?	1._____
	2._____
2. *I* invited Helen and *her* at the same *time*.	3._____
	4._____
3. *They* have been *friends* for many years.	5._____
	6._____
4. *Sam*, will you hand *me* that *letter*, please?	7._____
	8._____
5. *Your* statement of the facts is clear and convincing.	9._____
	10._____
6. She told her secret to *Ella*, her best *friend*.	11._____
	12._____
7. *Your* consternation over the turn of *events* is laughable.	13._____
	14._____
	15._____
8. Tom, *our* twin *sisters* will be five years old tomorrow.	16._____
	17._____
9. Sir Thomas, our big black *cat*, weighs fourteen pounds.	18._____
	19._____
10. *She* is the prettiest *child* in school.	20._____

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 4, Lesson 9

Declension of Personal Pronouns

Personal pronouns have several different forms. For instance, in the nominative case we use the word *he,* but in the objective case we use *him.* The following sentence is an example of this:

He saw us, but we did not see *him.*

The arrangement of these different forms in an orderly fashion is called the **declension** of the personal pronouns. It is important that you learn the following declension, so that you can write and say it from memory.

DECLENSION
Personal Pronouns

First Person

	Singular	*Plural*
Nom.	I	we
Poss.	my, mine	our, ours
Obj.	me	us

Second Person

	Singular	*Plural*
Nom.	you	you
Poss.	your, yours	your, yours
Obj.	you	you

Third Person

	Singular			*Plural*
	Masculine	Feminine	Neuter	All Genders
Nom.	he	she	it	they
Poss.	his	her, hers	its	their, theirs
Obj.	him	her	it	them

Notice that in the first and second persons the gender is not given. The reason is that there is nothing in the words themselves to show gender or sex. If you know the gender of the noun for which the pronoun stands, the pronoun is in the same gender.

Example: "I want to go home," said Harry.

In this sentence "I" is clearly masculine. If you do not know the gender of the noun for which the pronoun stands, it is common gender because it might be either masculine or feminine.

In the third person singular the words themselves tell you whether they represent males or females or things without sex.

Examples: he, she, his, her, it.

The third person plural is always in the common gender unless it refers definitely to males or females.

Example: The boys pitched *their* tent at dusk.

In this sentence "their" is masculine because it refers to "boys."

When you have learned this declension as it should be learned, you will be able to do more than merely say it from memory. You will be able to give the person, number, gender, and case of any personal pronoun that might be mentioned.

Example: *I*—first person, singular number, common gender, nominative case.

You will find below a list of personal pronouns. Opposite each pronoun, in the proper column, write its person, number, gender, and case.

PRONOUN	PERSON	NUMBER	GENDER	CASE	PRONOUN	PERSON	NUMBER	GENDER	CASE
I					her				
you					them				
us					we				
he					she				
me					it				
him					they				

Name ..... Date .....

MASTERY GRAMMAR GUIDES

Unit 4, Lesson 10

The Antecedent of a Pronoun

You have learned that a pronoun takes the place of a noun. The noun whose place is taken by a pronoun is called the **antecedent** of the pronoun. Look at this sentence: "Mary wants to eat her lunch now." If there were no pronouns in our language, that sentence would read, "Mary wants to eat Mary's lunch now." So we see that the pronoun "her" refers to, or takes the place of, the noun "Mary." Therefore, the noun "Mary" is the antecedent of the pronoun "her."

Sometimes the antecedent happens to be another pronoun in the same sentence. For instance, in the case of this sentence, "Each of the boys fights his own battles," you might think at first that "boys" is the antecedent. But it is not. "Each" is an indefinite pronoun, the subject of "fights." The pronoun "each" treats each boy separately. Therefore, "each" and *not* "boys" is the antecedent of "his."

You will often find cases in which an indefinite pronoun is the subject of a sentence and the antecedent of another pronoun.

Examples: 1. *Each* of the boys knew *his* place in the line.
2. *Several* of the girls left *their* books with me.

Each of the sentences below has one pronoun which is italicized. Copy these pronouns in the space provided at the right, and after each pronoun write its antecedent.

	ITALICIZED PRONOUN	ANTECEDENT
1. My mother lent Jack *her* fountain pen.	1.	
2. Each of them should do *his* own work.	2.	
3. Several persons in the room have not yet sharpened *their* pencils.	3.	
4. You should do *your* own work.	4.	
5. One of the boys has finished *his* work.	5.	
6. Many of the boys have finished *their* work.	6.	
7. The owners of the house can see *its* defects.	7.	
8. Neither of them has finished *his* pie.	8.	
9. Has either of the boys received *his* reward?	9.	
10. Both men have gathered together *their* equipment for the journey.	10.	
11. Helen has just written *her* brother a long letter.	11.	
12. Sam has an interesting old stamp to add to *his* collection.	12.	
13. The football team did *its* work well.	13.	
14. Every one should mind *his* own business.	14.	
15. Each of them thought *his* solution of the problem was the correct one.	15.	
16. The audience expressed *its* approval with thunderous applause.	16.	
17. Several of the girls have finished *their* work.	17.	
18. The mob roared *its* disapproval as one of its members was taken to jail.	18.	
19. Which of the twins has *her* hair bobbed?	19.	
20. My uncle Henry is writing *his* autobiography.	20.	

Name ..... Date .....

MASTERY GRAMMAR GUIDES

Unit 4, Lesson 11

Agreement of a Pronoun with Its Antecedent

In order to use the correct form of a personal pronoun, you need to know when to use the singular form and when to use the plural form.

The following rule will help you. *Learn it.*

A pronoun agrees with its antecedent in number.

Inasmuch as a pronoun must agree with its antecedent in number, it is very important that you should be able to find the antecedent.

Suppose you wish to know whether to say "her lines" or "their lines" in the following sentence: "Each of the girls knew .....lines of the play perfectly."

You remember that in a sentence like this the indefinite pronoun "each" is the subject of the sentence and the antecedent of "her."

Since the pronoun "each" treats each girl separately, it is singular; therefore, we use the singular pronoun "her" to agree with the singular antecedent "each."

It is necessary that you study carefully all sentences that contain an indefinite pronoun that might be an antecedent.

In the parentheses to the left of each sentence below are two personal pronouns. One is plural; one is singular. Select the pronoun that will make the sentence correct. Write it in the blank space.

1. (their, his) Which of the boys is building..... own radio?
2. (her, their) Each of the girls brought..... own sandwiches.
3. (their, his) Neither of the men could find..... watch.
4. (his, their) Several students have not yet handed in .....papers.
5. (their, his) Which of you boys usually finishes .....work first?
6. (their, his) Many of the boys have completed .....assignment.
7. (his, their) Only one of the men told..... story.
8. (his, their) Which of the children did not bring ... .excuse?
9. (his, their) Many persons are bringing.... ..... . lunches with them.
10. (his, their) Ten of the boys are wearing emblems on .....sweaters.
11. (its, their) The club had .....first meeting last week.
12. (their, his) Some one must have forgotten..... coat.
13. (its, their) The Boy Scouts' organization is one of the finest of .....kind in America.
14. (their, its) The members of the team did ..... best, but they were defeated.
15. (their, her) Not one of the girls has brought..... contribution yet.
16. (its, their) The band played .....first concert in the park tonight.
17. (his, their) Each of those boys always does..... best.
18. (their, his) The attendants at the theater were resplendent in.....new uniforms.
19. (his, their) Not one of those people told us..... name.
20. (their, his) Several of the boys carried..... ..... bedding with them.

Name ..... Date .....

MASTERY GRAMMAR GUIDES

Unit 4, Lesson 12

Correct Use of Case

Many mistakes are made in the use of the nominative and objective cases of personal pronouns.

By this time, however, you should understand case so thoroughly that you will always know whether to use the nominative or objective form.

It is important always to remember that the case of a pronoun depends upon its *use* in the sentence.

Use the **nominative** case when the pronoun is used

1. As the subject.
2. As a predicate nominative.
3. In apposition with a noun in the nominative case.

Use the **objective** case when the pronoun is used

1. As the direct object.
2. As object of a preposition.
3. As an indirect object.
4. In apposition with a noun in the objective case.

Suppose you wish to supply the correct word in the blank in the following sentence, "I can explain the problem to Jack and ....." (he, him)

You see at a glance that "he" is the nominative form and "him" the objective. In order to know which case is correct, you will have to find how the word is used.

To do this, follow the usual steps. First, find the subject, predicate, complement, and kind of complement. In many sentences you will need to look no further.

In the particular sentence we are considering, "I can explain the problem to Jack and ....," this is not enough, however. We look next for the prepositional phrases and find that "Jack" and "....." are the objects of the preposition "to." Therefore, we choose the objective form, "him."

In the parentheses to the left of each sentence below are two personal pronouns. One is in the nominative case; the other is in the objective case. Select the pronoun that will make the sentence correct. Write it in the blank space.

After each sentence write the use of the pronoun. (Use abbreviations.)

1. (he, him) Were Bob and ..... coming tonight?
2. (I, me) This crate of apples was sent to Harry and .....by our mother.
3. (she, her) Is that.....?
4. (she, her) Did you invite John and .....?
5. (he, him) Can that be.....?
6. (I, me) Are you going with Molly and .....?
7. (they, them) It might have been.....
8. (she, her) Have you seen Alice and.....?
9. (I, me) Will you sit beside Dick and.....?
10. (she, her; he, him) When did ..... and ..... become such good friends?
11. (I, me) Make room for Ted and.....
12. (they, them) Where have you seen.....before?
13. (we, us).....boys had a wonderful time at the beach.
14. (we, us) Several of .....girls were at the beach on Friday, too.
15. (us, we) Some of.....boys are planning another trip next week.
16. (I, me) He divided the money evenly between Henry and.....
17. (she, her) Do you wish to sit beside Helen and .....?
18. (them, they) Is that.....who just passed?
19. (I, me) Jack, Jim, and.....are going on a long hike.
20. (me, I) Make room for Jerry and .....
21. (us, we) Who saw.....boys yesterday afternoon?
22. (me, I) Please pass the candy to Helen and .....
23. (he, him) During their stay at the camp Sam and .....had never once had to wash dishes.
24. (we, us) Several of.....are going to the Iowa picnic tomorrow.
25. (he, him) I asked Jack and.....**two simple** questions.

Name ..... Date .....

Mastery Grammar Guides

Unit 4, Lesson 13

Correct Use of Personal Pronouns

The principal object of our study of pronouns is that you may learn to use the right form of the personal pronoun at the right time. In other words, you need to know these things:

(*a*) When to use the nominative or objective case.

(*b*) When to use the singular or plural number.

You have already studied these things separately; now you are ready to study them together.

Remember these two rules:

1. A pronoun agrees with its antecedent in number.
2. The case of a pronoun depends upon its use.

Use the **nominative** case when the pronoun is used as a *subject*, a *predicate nominative*, or in *apposition* with a word in the *nominative* case.

Use the **objective** case when the pronoun is used as a *direct object*, the *object of a preposition*, an *indirect object*, or in *apposition* with a word in the *objective* case.

The following plan is of value in choosing the correct word. But you must follow it *exactly* before it can help you.

1. Find the difference between the two words you are to choose between.

2. If there is a difference in number, find the antecedent and follow Rule 1.

3. If there is a difference in case, find how the word is *used* in the sentence. Then follow Rule 2.

In the parentheses to the left of each sentence below are two personal pronouns. Sometimes one pronoun is in the nominative case and the other is in the objective case. Sometimes one pronoun is singular and the other is plural. Select the pronoun that will make the sentence correct. Write it in the blank space.

1. (his, their) Every one will be willing to give ..... share.
2. (he, him) Had you ever seen Jim and..... ..... together before?
3. (we, us) Each of .....boys is making a kite.
4. (her, their) Ask every girl to keep.....seat.
5. (his, their) All the children had taken..... pens from the desk.
6. (us, we) I had heard something funny about both of..... ...girls.
7. (she, her) Please read this letter and then pass it to Catherine and .....
8. (his, their) Every soldier has.....own rifle.
9. (his, their) All the guests on this mountain trip should take.....own bedding.
10. (I, me) You were looking at Helen and..... ....., but you did not see us.
11. (his, their) Neither of those boys cleans..... shoes.
12. (I, me) Either Helen or.....will help you.
13. (I, me) Did you see Jack, Jim, and.....at the football game Saturday?
14. (her, their) Neither of the girls wants to lose..... chance of becoming president of the class.
15. (I, me) Did you call Jerry or.....?
16. (us, we) .....boys had left our excuses at home.
17. (his, their) Every one had.....own solution.
18. (his, their) All the members kept.....own things in order.
19. (I, me) Next Saturday at the baseball game Jack and.....will play.
20. (I, me) Please let Mary sit between Helen and .....
21. (he, him) Is that .....standing by the door?
22. (they, them) Those are.....
23. (he, him) Are you going with John and.....?
24. (I, me) If you were....., would you go?
25. (he, him) It was.....whom you heard.

Unit IV

Daily Drill

Properties of Nouns and Pronouns

1. *Person.*[1] Person is the distinguishing characteristic of personal pronouns. There are three persons: first, second, and third.

(*a*) **First** person denotes the *person speaking.*

Example: *I* am going to town.

(*b*) **Second** person denotes the *person spoken to.*

Example: *You* give me *your* address.

(*c*) **Third** person denotes the person *spoken about.*

Example: *He* is my friend.

2. *Gender.* There are four kinds of gender: masculine, feminine, neuter, common.

(*a*) **Masculine** gender refers to the *male* sex.

Example: The *man* ate *his* lunch.

(*b*) **Feminine** gender refers to the *female* sex.

Example: The *girl* ate *her* lunch.

(*c*) **Neuter** gender refers to objects *without* sex; that is, neither masculine nor feminine.

Example: This *book* has lost *its* cover.

(*d*) **Common** gender refers to nouns or pronouns that may be either masculine or feminine, or both.

Example: My *cousins* have found *their* dog.

3. *Number.* There are two kinds of number: singular and plural.

(*a*) **Singular** number means *one*; for example, man, she.

(*b*) **Plural** number means *more than one*; for example, men, women, they.

4. *Case.* There are three cases: nominative, possessive, objective.

The case of a noun or pronoun depends upon the use of the word in the sentence.

The following outline will help you determine the case of a noun or pronoun:

Nominative Case

Subject
Predicate nominative
Noun of direct address
Exclamatory noun
Word used in apposition with another word in the nominative case.

Possessive Case

Possessive modifier

Objective Case

Direct object
Object of preposition
Indirect object
Word used in apposition with another word in the objective case.

Usage

1. The pronoun agrees with its antecedent in number and gender.
2. All subjects and predicate nominatives are in the nominative case.
3. All objects are in the objective case.

[1]Although the distinguishing characteristic of the personal pronoun is person, some authors regard person as a property of nouns and other kinds of pronouns.

Unit IV

Supplementary Sentences

1. Give us a bite of your cake.
2. Has this happened to you often?
3. Was that she who called?
4. Each of the boys is going tomorrow.
5. Lindbergh, the hero of the hour, came through our town Tuesday.
6. Is that Bob between them?
7. Hand me my thimble, please.
8. Jack has been my friend for many years.
9. Take Jane and him those books.
10. Neither of the boys has brought his own pencil.
11. Will you sing us a song?
12. Those are they.
13. Pass the box of candy to Sam and him.
14. Heavens! Where is my new umbrella?
15. Margaret, the most popular girl in school, will be at the party tonight.
16. Margaret, the most popular girl in school will be at the party tonight.
    (Notice the difference in punctuation in Sentences 15 and 16.)
17. That girl is she.
18. There is often a discussion between his father and him about football.
19. Jack and he have always been great pals.
20. The radio, a comparatively recent invention, is a marvelous instrument.

Correct Usage

21. (he, him) What happened between Charles and .....?
22. (their, his) Every person should attend to ..... own business.
23. (she, her) Was that ..... who called?
24. (he, him) Take Jane and ..... those books.
25. (they, them) Can it be ..... whom I saw?
26. (his, their) Neither of the boys has brought..... own pencil.
27. (them, they) Those are ..... .
28. (I, me) Pass the box of candy to Sam, Harry, and .....
29. (his, their) All the men recognized .....own things.
30. (her, she) Is that ..... whom you met?
31. (me, I) Sit beside Mother and .....
32. (his, their) Every one thought of ..... own mother.
33. (we, us) Many of ..... boys brought our own skates.
34. (she, her) He watched Sally and ....., wondering if they would ever tire of their nonsense.
35. (I, me) Mother sent Bob and ..... a box of cake and cookies at Christmas time.
36. (I, me) Mary and ..... are leaving for Boston tomorrow.
37. (their, her) Can either of the girls bring ..... kodak?
38. (we, us) ..... members of the club must stand together on this proposition.
39. (he; him) Have you seen Harry and ..... since the party?
40. (I, me) You and ..... should be able to do this work easily.
41. (he, him) No, this is not ..... .
42. (I, me) Will you go to the theater with Marion and ..... on Thursday?
43. (she, her) Bob and ..... did some of the best work in the class.
44. (his, their) Neither of the boys brought ..... instrument.
45. (I, me) Can't you leave those books here for Bob and .....?
46. (I, me) Harry and ..... want a tie like yours
47. (them, they) Give these apples to .....
48. (her, she) Was that .....?
49. (he, him) Give Louis and ..... your address.
50. (me, us) Some of ..... boys knew there was no meeting.
51. (us, we) ..... girls are having a picnic tonight.
52. (she, her) Did you see Leone and ..... at the meeting?
53. (we, us) Save your old magazines for ..... boys.
54. (his, their) Many of the men had ..... vacations late in the summer.
55. (him, he) Have you heard from Eleanor or .....?
56. (she, her; me, I) ..... and ..... are good friends.
57. (they, them) Tell ..... the story of your adventure.
58. (he, him) Beside Sam and ..... sat an old man.
59. (he, him; me, I) ..... and ..... are going to the show tonight.
60. (I, me) Bring Harry and ..... a piece of the cake.
61. (me, I) It seems to Mother and ..... that this plan is better.
62. (I, me) Near Margaret and ..... stood an interesting character.
63. (him, he) Could it have been .....?
64. (her, she) No, it must have been .....
65. (her, she) I saw Marian and ..... last night.
66. (I, me) Wire Mother and ..... the result of your interview.
67. (I, me) Between Louise and ..... sat the distinguished visitor.
68. (I, me) Would you lend Louise and ..... your copy of the book?
69. (we, us) Both of ..... girls have been working hard today.
70. (their, his) Neither of the boys can bring ..... skates.

Name..... Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT IV

Form A

I. Under the number 1 below, copy the pronouns from the first sentence. Copy the pronouns from each of the other sentences under the proper number.

1. Many of our friends like these better.
2. Whom do you want for president?
3. This has been one of our most successful meetings.

PRONOUNS		
1	2	3

II. Some of the nouns and pronouns below are singular in number; some are plural. Put a cross (x) before those that are singular.

( ) each	( ) he	( ) which	( ) neither
( ) some	( ) flock	( ) many	
( ) them	( ) either	( ) bunch	

III. In the following list of nouns and pronouns there are four kinds of gender. Put the letter *m* before all masculine nouns and pronouns; the letter *f* before all that are feminine; the letter *c* before all nouns and pronouns of common gender; and the letter *n* before all that are neuter.

( ) it	( ) he	( ) me	( ) cousin
( ) she	( ) friends	( ) I	
( ) we	( ) her	( ) its	

IV. In the following list there are pronouns in the first, second, and third person. Place before each pronoun the figure that shows whether it is in the first person (1), second person (2), or third person (3).

( ) we	( ) us	( ) yours	( ) my
( ) they	( ) his	( ) I	
( ) you	( ) its	( ) he	

V. Some of the nouns and pronouns in the following sentences are in the nominative case; some are not. Find the ones that are in the nominative case. Copy them in the proper column.

These words may be used as the subject or as the predicate nominative. Opposite each word write its use in the sentence.

1. That may have been she.
2. This book Bob has read before.
3. Yes, it was I.

NOUN OR PRONOUN	USE OF WORD

VI. Some of the nouns and pronouns in the sentences below are in the objective case; some are not. Find the ones that are in the objective case. Copy them in the proper column below.

These nouns and pronouns are used in three different ways: (1) as direct objects; (2) as objects of prepositions; (3) as indirect objects. Opposite each word write its use in the sentence.

1. Harry sat between Bob and me.
2. Send Anne and him a copy of the magazine.
3. This pencil I have had since Tuesday.

NOUN OR PRONOUN	USE OF WORD

VII. In the parentheses to the left of each sentence below are two personal pronouns. Sometimes one pronoun is in the nominative case and the other is in the objective. Sometimes one pronoun is in the singular number and the other is in the plural. Select the pronoun that will make the sentence correct. Write it in the blank space.

1. (us, we) May ..... girls go to the show tonight?
2. (he, him) Please pass the candy to Helen and .....
3. (me, I) Won't you show Mildred and ..... your new dress?
4. (their, his) Each of the boys carried ..... own supplies.
5. (she, her) Could that be ..... now?
6. (her, their) Neither of the girls has returned ..... book to the library.

Name..... Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT IV

Form B

I. Under the number 1 below, copy the pronouns from the first sentence. Copy the pronouns from each of the other sentences under the proper number.

1. Which of these is your pencil?
2. Some of my friends sent me these flowers.
3. Each of the boys brought his own lunch.

PRONOUNS		
1	2	3

II. Some of the nouns and pronouns below are singular in number; some are plural. Place a cross before those that are singular.

( ) both	( ) all	( ) several	( ) one
( ) each	( ) herd	( ) army	
( ) they	( ) no one	( ) her	

III. In the following list of nouns and pronouns there are four kinds of gender. Put the letter *m* before all masculine nouns and pronouns; the letter *f* before all that are feminine; the letter *c* before all nouns and pronouns of common gender; and the letter *n* before all that are neuter.

( ) you	( ) them	( ) us	( ) her
( ) him	( ) desk	( ) it	
( ) relatives	( ) she	( ) his	

IV. In the following list there are pronouns in the first, second, and third person. Place before each pronoun the figure that shows whether it is in the first person (1), second person (2), or third person (3).

( ) them	( ) him	( ) she	( ) mine
( ) your	( ) you	( ) it	
( ) our	( ) me	( ) I	

V. Some of the nouns and pronouns in the following sentences are in the nominative case; some are not. Find those that are in the nominative case. Copy them in the proper column.

These words may be used as the subject or as the predicate nominative. Opposite each word write its use in the sentence.

1. That man must be he.
2. That problem Allen and I worked last night.
3. That might be she now.

NOUN OR PRONOUN	USE OF WORD

VI. Some of the nouns and pronouns in the sentences below are in the objective case; some are not. Find the ones that are in the objective case. Copy them in the proper column below.

These nouns and pronouns are used in three different ways: (1) as direct objects; (2) as objects of prepositions; (3) as indirect objects. Opposite each word write its use in the sentence.

1. Give Henry and her the book now.
2. All that story he had never heard.
3. Are you going with Bob and me?

NOUN OR PRONOUN	USE OF WORD

VII. In the parentheses to the left of each sentence below are two personal pronouns. Sometimes one pronoun is in the nominative case and the other is in the objective. Sometimes one pronoun is in the singular number and the other is in the plural. Select the pronoun that will make the sentence correct. Write it in the blank space.

1. (their, his) Which of your friends brought .... car?
2. (he, him) Send Jack and ..... to the office.
3. (she, her) It might have been ..... .
4. (we, us) Should..... girls report for English now?
5. (we, us) No, some of ..... girls should remain here.
6. (her, their) Every girl thought of ..... own mother.

Name..... Date.....

Mastery Grammar Guides

Test on Unit IV

Form C

I. Under the number 1 below, copy the pronouns from the first sentence. Copy the pronouns from each of the other sentences under the proper number.

1. Some of those boys were excused.
2. What is your name, please?
3. Neither of them knew his way about the city.

Pronouns		
1	2	3

II. Some of the nouns and pronouns below are singular in number; some are plural. Place a cross before those that are singular.

( ) all	( ) either	( ) team	( ) everybody
( ) many	( ) some	( ) which	
( ) bunch	( ) no one	( ) their	

III. In the following list of nouns and pronouns there are four kinds of gender. Put the letter *m* before all masculine nouns and pronouns; the letter *f* before all that are feminine; the letter *c* before all nouns and pronouns of common gender; and the letter *n* before all that are neuter.

( ) any one	( ) aunt	( ) me	( ) he
( ) her	( ) his	( ) they	
( ) customer	( ) its	( ) pencil	

IV. In the following list there are pronouns in the first, second, and third person. Place before each pronoun the figure that shows whether it is in the first person (1), second person (2), or third person (3).

( ) us	( ) his	( ) we	( ) ours
( ) her	( ) yours	( ) you	
( ) my	( ) they	( ) their	

V. Some of the nouns and pronouns in the following sentences are in the nominative case; some are not. Find the ones that are in the nominative case. Copy them in the proper column.

These words may be used as the subject or as the predicate nominative. Opposite each word write its use in the sentence.

1. They have been merchants in this city for a long time.
2. Could it have been Mr. Martin?
3. Harold and I had never played tennis before.

Noun or Pronoun	Use of Word

VI. Some of the nouns and pronouns in the sentences below are in the objective case; some are not. Find the ones that are in the objective case. Copy them in the proper column below.

These nouns and pronouns are used in three different ways: (1) as direct objects; (2) as objects of prepositions; (3) as indirect objects. Opposite each word write its use in the sentence.

1. Pass Blanche and me the bread, please.
2. Some of this work we might do tomorrow.

Noun or Pronoun	Use of Word

VII. In the parentheses to the left of each sentence below are two personal pronouns. Sometimes one pronoun is in the nominative case and the other is in the objective. Sometimes one pronoun is singular in number and the other is plural. Select the pronoun that will make the sentence correct. Write it in the blank space.

1. (us, we) Many of ..... boys had already learned to swim.
2. (she, her) What happened to Helen and.....?
3. (their, his) Either of the men would recognize..... own things.
4. (we, us) ..... girls played tennis at noon today.
5. (he, him) That may be ..... now.
6. (I, me) Send Jack and.....your new address.

Name..... Date.....

Mastery Grammar Guides

Test on Unit IV

Form D

I. Under the number 1 below, copy the pronouns from the first sentence. Copy the pronouns from each of the other sentences under the proper number.

1. Many of our friends have not yet returned.
2. Who is the man in that unusual car?
3. Several of these I shall not keep.

Pronouns		
1	2	3

II. Some of the nouns and pronouns below are singular in number; some are plural. Place a cross before those that are singular.

( ) several	( ) all	( ) some one	( ) one
( ) any one	( ) these	( ) both	
( ) army	( ) either	( ) pair	

III. In the following list of nouns and pronouns there are four kinds of gender. Put the letter *m* before all masculine nouns and pronouns; the letter *f* before all that are feminine; the letter *c* before all nouns and pronouns of common gender; and the letter *n* before all that are neuter.

( ) clerk	( ) he	( ) desk	( ) him
( ) I	( ) she	( ) it	
( ) uncle	( ) their	( ) everybody	

IV. In the following list there are pronouns in the first, second, and third person. Place before each pronoun the figure that shows whether it is in the first person (1), second person (2), or third person (3).

( ) we	( ) your	( ) they	( ) our
( ) us	( ) she	( ) them	
( ) he	( ) you	( ) I	

V. Some of the nouns and pronouns in the sentences below are in the nominative case; some are not. Find the ones that are in the nominative case. Copy them in the correct column below.

These words may be used as the subject or as the predicate nominative. Opposite each word write its use.

1. Fred was a fine violinist.
2. Some beautiful pieces he would play for us every evening.
3. We had been partners for years.

Noun or Pronoun	Use of Word

VI. Some of the nouns and pronouns in the sentences below are in the objective case; some are not. Find the ones that are in the objective case. Copy them in the proper column below.

These nouns and pronouns are used in three different ways: (1) as direct objects; (2) as objects of prepositions; (3) as indirect objects. Opposite each word write its use in the sentence.

1. Many of our lessons we study at home.
2. Won't you tell Sarah and me your plan?

Noun or Pronoun	Use of Word

VII. In the parentheses to the left of each sentence below are two personal pronouns. Sometimes one pronoun is in the nominative case and the other is in the objective. Sometimes one pronoun is in the singular number and the other is in the plural. Select the pronoun that will make the sentence correct. Write it in the blank space.

1. (she, her) Won't you please show Helen and..... your notebook?
2. (us, we).....boys are planning a camping trip.
3. (his, their) Each of the boys will take.....own camping outfit.
4. (I, me) Won't you come with Wilbur and.....?
5. (he, him) That must be.....at the door.
6. (we, us) Some of.....boys are leaving earlier than the others.

Name..... Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT IV

Form E

I. Under the number 1 below, copy the pronouns from the first sentence. Copy the pronouns from each of the other sentences under the proper number.

1. What is the name of your dog?
2. We bought all of these at a bazaar last week.
3. One of our neighbors brought us this cake.

PRONOUNS

1	2	3

II. Some of the nouns and pronouns below are singular in number; some are plural. Place a cross before those that are singular.

( ) company ( ) those ( ) collection ( ) which
( ) many ( ) anybody ( ) neither
( ) every one ( ) more ( ) some

III. In the following list of nouns and pronouns there are four kinds of gender. Put the letter *m* before all masculine nouns and pronouns; the letter *f* before all that are feminine; the letter *c* before all pronouns of common gender; and the letter *n* before all that are neuter.

( ) grandmother ( ) her ( ) one ( ) he
( ) his ( ) me ( ) them
( ) house ( ) its ( ) cousin

IV. In the following list are pronouns in the first, second, and third person. Place before each pronoun the figure that shows whether it is in the first person (1), the second person (2), or the third person (3).

( ) him ( ) her ( ) me ( ) we
( ) yours ( ) us ( ) you
( ) their ( ) them ( ) our

V. Some of the nouns and pronouns in the following sentences are in the nominative case; some are not. Find those that are in the nominative case. Copy them in the proper column.

These words may be used as the subject or as the predicate nominative. Opposite each word write its use.

1. Dr. Summers had once been president of the college.
2. The students honored and highly respected him.
3. Dr. Miller became president several years later.

NOUN OR PRONOUN	USE OF WORD

VI. Some of the nouns and pronouns in the sentences below are in the objective case; some are not. Find the ones that are in the objective case. Copy them in the proper column below.

These nouns and pronouns are used in three different ways: (1) as direct objects; (2) as objects of prepositions; (3) as indirect objects. Opposite each word write its use in the sentence.

1. Some of my favorite dresses Mother has made from remnants.
2. Did Bob send you and Paul an announcement of his wedding?

NOUN OR PRONOUN	USE OF WORD

VII. In the parentheses at the left of each sentence below are two personal pronouns. Sometimes one pronoun is in the nominative case and the other is in the objective. Sometimes one pronoun is singular in number and the other is plural. Select the pronoun that will make the sentence correct. Write it in the blank space.

1. (we, us) Neither of.....boys wants to go.
2. (I, me) Dorothy and.....will go there.
3. (him, he) Mother sent Donald and.....after some bread.
4. (me, I) Won't you sit between Marian and.....in the auditorium?
5. (his, their) Which of the boys left.....book here?
6. (us, we).....girls liked the entertainment very much.

Name ..... Date .....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 1

Clauses

In studying the parts of a sentence, we began with the subject, predicate, and complements.

Then we studied the two different kinds of words that modify the subject, predicate, and complement: namely, adjectives and adverbs.

After that came the groups of words, called prepositional phrases, that also modify subjects, predicates, and complements. These prepositional phrases, you remember, are used like adjectives or adverbs.

The next part of a sentence that we study is the **clause.**

A clause is any group of words having a subject and a predicate.

In this sentence, "You have read the definition," "you" is the subject; "have read" is the predicate. Therefore, "You have read the definition" is a clause.

In this sentence, "I see the car," "I" is the subject; "see" is the predicate. Therefore, "I see the car" is a clause.

Remember that a clause *must* have a subject and a predicate. If you find no subject and predicate, there is no clause.

Below are twenty-five groups of words. Some are clauses; some are not. Study them carefully. Select the clauses and put a cross (x) before each one.

Then put one line under the subject of each clause, and two lines under the predicate. If you cannot find a subject and predicate in each group of words that you have marked with a cross, you will know that it is not a clause and that you made an error in marking it.

( ) 1. With a ball.

( ) 2. Big, blue eyes.

( ) 3. She showed me her doll.

( ) 4. As the wind swept by.

( ) 5. In the front yard.

( ) 6. From the window.

( ) 7. Where are you going?

( ) 8. On the couch.

( ) 9. She smiled.

( ) 10. He played with his pencil.

( ) 11. A tired person.

( ) 12. The sun sets in the west.

( ) 13. On the chifforobe in the north room you will find the articles listed here.

( ) 14. At the table sat three women intent upon their work.

( ) 15. A lavender dress, tortoise-rimmed glasses, an unusual pin, and curly auburn hair.

( ) 16. The man who had been in France recently.

( ) 17. The procession wended its way quietly to its destination.

( ) 18. Piles of books, a disordered mass of papers, a ruler, two bottles of paste, and a typewriter.

( ) 19. Hidden in a far corner of the room.

( ) 20. If you can keep this record for a week.

( ) 21. Had you heard the news of their arrival?

( ) 22. Bound by his promise to carry on the business of his father.

( ) 23. When their tools have been put away for the day.

( ) 24. Turning proudly away from the scene of his disappointment.

( ) 25. This will be our last day together this summer.

Name..... Date .....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 2

Principal and Subordinate Clauses

In your last lesson you learned that a clause is any group of words having a subject and predicate.

There are two general divisions of clauses: **principal** and **subordinate.** We shall not attempt to work out complete definitions for these two kinds of clauses in this lesson. We shall simply consider certain facts that are often true about them.

Clauses that express a complete thought by themselves are principal clauses.

Example: We attended church on Easter morning.

Subordinate clauses, however, need more explanation. In the word *subordinate,* the syllable *sub* means "under."

You know that the "subs" on a baseball team are not so important as the regular players. As players, they are ranked below or *under* the regular ones. The "subs" play only occasionally, whereas there are always regular or principal players on the team. It is the same way with clauses. There are *always* principal clauses in a sentence, but only *sometimes* are there subordinate clauses.

We have said that a clause that can express a complete thought by itself is a principal clause.

Clauses that need another clause to complete their meaning are subordinate clauses.

Example: Whatever I think of Morris.

This rule does not always hold good in more advanced sentences, but it is a good starting point.

You will find below twenty-five clauses that are written without capitals and without end marks. Some are principal clauses; others are subordinate. Read them over carefully. Select the principal clauses and place a cross (x) before each of them.

( ) 1. I wanted to go to the beach

( ) 2. if I had finished my work

( ) 3. next time I shall work harder

( ) 4. whenever I hear an aeroplane

( ) 5. whom I had never seen before

( ) 6. when you go to the city

( ) 7. when are you going to the city

( ) 8. this lesson will soon be completed

( ) 9. because you are my friend

( ) 10. shall you be glad

( ) 11. while you are practicing

( ) 12. we drove to the mountains during vacation

( ) 13. which she brought me yesterday

( ) 14. on the table lay paper, pencil, and paste

( ) 15. in the living room we saw both a piano and a radio

( ) 16. although I tried many times

( ) 17. the telephone has not rung today

( ) 18. it rained rather hard last night

( ) 19. our cousins returned to their home last week

( ) 20. before you go

( ) 21. which is always ready

( ) 22. while you are away on your vacation

( ) 23. in the living room hangs a beautiful picture

( ) 24. when I see your mother tomorrow afternoon

( ) 25. that child has three younger sisters

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 3

Subordinate Clauses

In your last lesson you learned about subordinate clauses in a general way. In this lesson you will study them more carefully.

In this sentence, "The birds sang yesterday," "yesterday" tells *when* the birds sang. It modifies "sang"; therefore, it is an adverb.

But in this sentence, "The birds sing when the sun shines," not one word, but the whole clause, "when the sun shines," tells *when* the birds sing and modifies the verb "sing." Therefore, "when the sun shines" is a clause used like an adverb.

Such a clause is a subordinate clause, for the true definition of a subordinate clause is this:

A subordinate clause is a clause that is used like a part of speech.

Example: I saw the girl *who has blue eyes.*

In the sentence, "I saw the blue-eyed girl," "blue-eyed" is an adjective telling *which* girl I saw.

But in the example given above, the whole *group* of words, "who has blue eyes," tells *which* girl I saw; so it is a subordinate clause used like an adjective.

There is an interesting distinction between subordinate clauses and prepositional phrases.

A prepositional phrase is a group of words *without* a subject and predicate which is used like a part of speech.

A subordinate clause is a group of words *with* a subject and predicate which is used like a part of speech.

Examples: 1. We go to Florida *in the winter.* (Prepositional phrase.)
2. In winter we go *where it is warm.* (Subordinate clause.)

There are three kinds of subordinate clauses: adjective, adverbial, and noun.

A clause that is used like an adjective is an *adjective* subordinate clause.

A clause that is used like an adverb is an *adverbial* subordinate clause.

A clause that is used like a noun is a *noun* subordinate clause.

(*a*) You have learned a number of facts about clauses in Lessons 1, 2, and 3. These facts are stated below in incomplete form. Write one word in each blank that will make the statement true.

1. A clause is a group of words having a..... and a .....
2. The two general divisions of clauses are..... and .....
3. A subordinate clause is a clause used like one ..... of .....
4. An adverbial subordinate clause is a clause used like an .....
5. An adjective subordinate clause is a clause used like an .....
6. A noun subordinate clause is a clause used like a .....

(*b*) Each of the following sentences contains a group of words in parentheses. Some of these groups are subordinate clauses. Others are prepositional phrases. Underline the subordinate clauses.

1. The girl (with the blue eyes) is my youngest sister.
2. There goes the boy (who won the hundred-yard dash in the field meet yesterday).
3. That child (who laughed so heartily) has a keen sense of humor.
4. The boy (in the red sweater) is very popular.
5. The boy (who is wearing a red sweater) is very popular.
6. (During the long, hot afternoon) the two boys played checkers.
7. (While we were sleeping), our mother made an angel food cake.
8. This book (which is very long) is also very interesting.
9. Please bring me the magazine (with the red cover).
10. The Indian chief (whom we met) speaks English fluently.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 4

Relative Pronouns

You know that a pronoun is a word that stands for a noun. In this sentence, "I do not know you," "I" stands for my name; "you" stands for your name. But the words these pronouns stand for are not in the sentence.

In this sentence, "Who plays the piano?" we do not know what noun the pronoun "who" stands for. But in this sentence, "The man who plays the piano is my father," "who" stands for man and, in addition, it relates to man.

Such pronouns are called **relative pronouns.**

A relative pronoun is a pronoun that stands for and also relates to some noun or pronoun that comes before it in the same sentence.

The following words are often used as relative pronouns:

who	which	that
whose		
whom		

Remember, however, that these words are relative pronouns only when they stand for and relate to some noun or pronoun that comes before them in the same sentence.

Notice the word "before" in the definition.

In this sentence, "I want that apple," "that" does not relate to any noun or pronoun that comes before it. It modifies "apple"; therefore, it cannot be a relative pronoun; it is simply an adjective.

In this sentence, "Who sang the solo?" "who" cannot relate to any noun that comes before it in the sentence; therefore, it is not a relative pronoun.

In this sentence, however, "The sentences that I wrote were correct," "that" stands for and relates to "sentences," a word that precedes it; therefore, it is a relative pronoun.

Some of the sentences below contain relative pronouns. Others contain words that are often used as relative pronouns, but they are not so used in these sentences.

Opposite each sentence write the relative pronoun, if there is one, which it contains. After the relative pronoun write the noun or pronoun to which it relates. (This word is the **antecedent** of the pronoun.)

	RELATIVE PRONOUN	ANTECEDENT
1. I enjoyed the walk that we took.		
2. The food which you eat should be healthful.		
3. I read that book last year.		
4. The pupil whom you mentioned is absent.		
5. Which way did the girl with the blue dress go?		
6. Who asked the question about fumigation?		
7. The man who lectured on prohibition spoke well.		
8. The boy who wrote that theme did some very good work.		
9. The woman who was here came from Belmont.		
10. This is the book that I recommend.		
11. That boy has finished his work.		
12. I had read the book that the lecturer mentioned.		

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 5

Adjective Clauses

You have learned in a previous lesson that an adjective clause is a clause that is used like an adjective.

First, let us review what adjectives do:

1. Adjectives modify nouns and pronouns.
2. Adjectives tell *which one, what kind,* or *how many.*

If we say, "The gray-haired man is my father," "gray-haired" is an adjective telling *which* man is my father.

But if we say, "The man *who has gray hair* is my father," the clause, "who has gray hair," tells *which* man is my father. Therefore, it is used like an adjective, and we call it an adjective subordinate clause.

In your last lesson you studied relative pronouns. You learned that relative pronouns stand for and relate *back* to some noun or pronoun in the sentence.

There is an interesting connection between relative pronouns and adjective subordinate clauses.

The three relative pronouns—*who* (*whose* and *whom*), *which,* and *that*—always introduce adjective subordinate clauses.

For the present we shall study only those adjective clauses that are introduced by relative pronouns.

Remember these two points:

1. The relative pronouns that we have studied always introduce adjective subordinate clauses.

2. The words *who* (*whom* and *whose*), *which,* and *that* are relative pronouns only when they stand for and relate back to some other noun in the sentence.

Some of the sentences below contain adjective clauses; some do not. Each adjective clause is introduced by a relative pronoun. Find the sentences that contain adjective clauses. Place parentheses around each of these clauses. Place a cross (x) above each relative pronoun.

Do not do anything with the sentences that do not contain adjective clauses.

Example: I have not yet read the mail x (that came this morning).

1. The truck that just passed was loaded with gravel.

2. Who is your teacher?

3. When the clock runs down, we wind it.

4. The pupil who receives the best grades usually studies hard.

5. The girl who just entered the room is Mary.

6. The presents which she received for Christmas are very useful.

7. The boy who wears glasses is John.

8. The man drove the automobile rapidly down the street.

9. *Ivanhoe* is the book which I sent my brother for Christmas.

10. Wherever you go in Southern California, you will find many beautiful places.

11. The papers that I left at home were important.

12. Is that the man whom you admire?

13. That man must have been the principal of the school.

14. Whom did you ask to take your place?

15. My friend who has been visiting me recently has returned to New York.

16. Which course have you selected, Tom?

17. The course that my adviser recommends is the commercial course.

18. The records which you have brought are entirely satisfactory.

19. Which of you two boys wants this book?

20. The food that was provided was unusually good.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 6

Subordinate Conjunctions

You have learned that relative pronouns introduce adjective subordinate clauses. In this lesson you will learn about another kind of introductory word, the **subordinate conjunction.**

You remember that a plain conjunction connects words, phrases, and clauses. In this sentence, "Mother and I went to town," the conjunction "and" connects the two words "mother" and "I."

But in this sentence, "I went because my mother called me," "because" connects the subordinate clause, "mother called me," to the principal clause, "I went."

The particular kind of conjunction that connects a subordinate clause to a principal clause, or to that part of a principal clause which it modifies, is called a **subordinate conjunction.**

Here is a list of words that are often used as subordinate conjunctions:

as	although	unless	for
if	though	lest	so that
because	than	until	except
before	after	till	provided

It is necessary that you *learn* this list of subordinate conjunctions. Every time you see one of these words introducing a clause, you will know instantly that the clause is a subordinate clause.

You must remember, however, that these words are subordinate conjunctions only when they introduce a group of words containing a subject and predicate. Such a group of words is always a subordinate clause.

Examples: 1. *Although it was a stormy night*, many persons attended the entertainment.
2. I shall go without fail *unless my brother arrives on the morning train.*

Eleven of the sentences given below contain subordinate clauses that are introduced by subordinate conjunctions. Find these sentences, and put parentheses around each subordinate clause. Place a circle (0) above each subordinate conjunction.

Example: We shall stop now (because it is getting late).

1. I remembered his name although I had seen him only once.

2. If he were coming, he would be here now.

3. Bob will not go unless you go.

4. He talked as if he were leaving tonight.
(Note: Sometimes two subordinate conjunctions are used together.)

5. Yesterday Tom's father spoke before the council.

6. Because you are studying hard, you will soon complete your work.

7. They finished their work quickly so that they could play before dark.

8. We can come tonight provided our car has been repaired.

9. The tower of the city hall rose high above the other buildings.

10. The seniors were delighted because they won the championship.

11. We shall help her if she writes her book this summer.

12. After the doors are closed, no one can be seated.

13. After the parade we shall have lunch in Eagle Rock.

14. The park near the lake is the scene of many delightful outings.

15. Unless your business is very important, I should like to postpone our interview until Tuesday.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 7

Subordinate Conjunctions

Here is another list of words that are often used as subordinate conjunctions. *Learn* them.

how	however	while
when	whenever	since
where	wherever	
why		

In the sentence, "We shall go when the bell rings," "when" connects the subordinate clause, "the bell rings," to the principal clause, "we shall go." Therefore, it does the work of a conjunction and introduces a subordinate clause; so it is a subordinate conjunction.

You must remember, however, that the words listed above are subordinate conjunctions only when they connect a subordinate clause to a principal clause.

In this connection you need to watch especially the words *how, when, where, why.*

Example: Where are you going?

In this sentence, *where* is the first word of a clause. But there is only one clause in the sentence, because the sentence contains only one subject and predicate. When there is only one clause in a sentence, it must be a principal clause. In the example given, then, *where* is an adverb.

Underline each subordinate conjunction in the following sentences.

1. When does the parade start?
   (How many clauses are there in this sentence? Does *when* connect a subordinate clause to a principal clause?)

2. I put his papers where he could find them easily.

3. She laughed until she cried.

4. I have learned many things since I came to this school.

5. Why do you not work harder?

6. When school is out, we go home.

7. Do you intend to speak before the class?

8. Where do we get our report cards?

9. I hung the picture where every one could see it.

10. He did not know why he was going.

11. When the baby saw his mother, he began to cry.

12. Why did you give such a foolish answer to her question?

13. Since I told you his story, I have learned some additional facts.

14. He will not go unless his brother is invited.

15. How are you going to the picnic Saturday?

16. Whenever the kitten's name is called, she mews.

17. While I was answering the telephone, the doorbell rang.

18. Will you make some fudge when you have finished that chapter in *Ivanhoe?*

19. If I see Roxey this evening, I shall give her your message.

20. Before she could reach the door, a gust of wind had closed it.

Name ..... Date .....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 8

Adverbial Clauses

In the last two lessons you have learned two lists of words that are subordinate conjunctions when they introduce a group of words having a subject and predicate and connect it to some part of the principal clause. The clauses that subordinate conjunctions introduce are always subordinate clauses and are often **adverbial subordinate clauses.**

For the present, every clause that we study that begins with a subordinate conjunction will be an adverbial clause.

The definition of an adverbial clause is simple.

An adverbial clause is a clause that is used like an adverb.

Adverbs, you remember, modify verbs, adjectives, or other adverbs, and usually answer the question *how, when, where,* or *why.*

Many adverbial clauses deal with other ideas than those of time, place, manner, and cause. But we shall leave such clauses for another lesson and now study only those adverbial clauses that answer the questions *how, when, where,* and *why.*

Examples: 1. Birds sing when the sun shines.

"When the sun shines" tells *when* the birds sing; so it answers the question *when* and modifies the verb "sing." Therefore, it is an adverbial subordinate clause.

2. In winter birds go where it is warm.

"Where it is warm" tells *where* the birds go; so it answers the question *where* and modifies the verb "go." Therefore, it is an adverbial subordinate clause.

Most of the following sentences contain adverbial subordinate clauses; a few do not. Copy the adverbial clauses in the space provided at the right.

After each clause write the verb or verb phrase that it modifies.

Before each clause write the number of the sentence from which it is taken.

No.	Adverbial Clause	Verb the Clause Modifies
1.	Whenever I see those flowers, I think of my old home.	
2.	When the sun shines, the birds sing.	
3.	When are you going to bed? (How many subjects and predicates are there in this sentence?)	
4.	You must study hard because there is a great deal of work to be done.	
5.	He acted as if he were very happy.	
6.	In winter birds go where it is warmer.	
7.	I shall go whenever you are ready.	
8.	I shall tell you now before I forget the message.	
9.	The little boy crept silently to his bed in the nursery.	
10.	When we finish these sentences, we shall stop.	

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 9

Adverbial Clauses

The adverbial clauses you have studied so far have modified verbs and have answered the questions *how, when, where, why.*

Many adverbial clauses express other ideas besides those of manner, time, place, and cause. These include ideas of purpose, result, comparison, condition, and concession.

In the sentence, "Though I cannot play an instrument, I enjoy music," the subordinate clause is "though I cannot play an instrument." It is introduced by the subordinate conjunction "though." The clause modifies the verb of the principal clause, "enjoy." Therefore, it is an adverbial clause.

Remember that for the present all clauses that are introduced by subordinate conjunctions are adverbial clauses.

Many of the following sentences contain adverbial subordinate clauses; some do not. Copy the adverbial clauses in the space provided at the right.

After each clause write the verb or verb phrase it modifies.

Before each clause write the number of the sentence from which it is taken.

No.	ADVERBIAL CLAUSE	VERB THE CLAUSE MODIFIES
1.	If you are going with me, you must hurry.	
2.	Although he could not see me, he recognized my voice.	
3.	I shall redecorate this room while you are away.	
4.	This book was written during the earlier years of his work.	
5.	We have arrived early so that we may visit the museum.	
6.	He could not have been at home because I saw him at the theater.	
7.	During my absence of three months many unexpected changes occurred in my home town.	
8.	He acted as if he were frightened.	
9.	They should start now so that they will not be late.	
10.	You should work until the bell rings.	
11.	Before you go, will you have a cup of tea?	
12.	While you are enjoying the game, I shall be working on my debate.	

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 10

Adjective and Adverbial Clauses

You have now studied the simple forms of adjective and adverbial clauses.

The adverbial clauses you have studied are introduced by subordinate conjunctions and modify the verb in the principal clause.

The adjective clauses you have studied are introduced by relative pronouns. They always modify some noun or pronoun in the principal clause.

No group of words is a clause unless it has a subject and a predicate.

If you have mastered the study of clauses up to this point, you should be able to do the following three things in sentences similar to the ones you have studied:

1. Pick out the subordinate clause.
2. Find the word it modifies.
3. Tell whether the subordinate clause is an adjective or adverbial clause.

Example: The apple that I have in my hand is a good one.

SUBORDINATE CLAUSE	WORD CLAUSE MODIFIES	KIND OF CLAUSE
that I have in my hand	apple	adjective

Many of the following sentences contain subordinate clauses. These are either adjective or adverbial clauses. In the proper columns, on the next page, write each subordinate clause, the word the clause modifies, and the kind of clause it is.

Before each subordinate clause write the number of the sentence from which the clause is taken.

1. The heat which we experienced this week was welcome.
2. The baseball team whose championship record is undisputed is always pleased.
3. The girl who is wearing the blue dress is a pupil at our school.
4. The man who gave me the book is one of the most brilliant men in the city.
5. We shall be dismissed when the bell rings.
6. The books that are on the desk belong to Miss Parker.
7. I hear the sound of many feet above us.
8. You are learning grammar because you are studying hard.
9. We shall have a holiday tomorrow because it is Memorial Day.
10. That boy who is wearing glasses is nearsighted.
11. I spent the dime that you gave me.
12. The apples that Frank bought at the market were delicious.
13. When a car goes past my window, I sometimes pause in my work
14. Where are you going with those cakes?
15. The man who painted that beautiful picture must be an artist of rank.
16. The monoplane which I have been watching has disappeared.
17. If I can play tennis tomorrow, will you play with me?
18. The boy who played the part of the hero is very popular.
19. Sit where you can see the board.
20. Did you find that book by your locker?

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 10

(*Continued*)

No.	SUBORDINATE CLAUSE	WORD CLAUSE MODIFIES	KIND OF CLAUSE

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 11

Noun Clauses As the Subject

You have learned much about the subject of a verb; in this lesson you will learn another important fact:

The subject of a verb is sometimes a group of words that has a subject and predicate of its own.

Example: *Where he found it* is a mystery.

To find the subject of "is," we ask the question, "*Who* or *what* is a mystery?" "He" is not a mystery; "it" is not a mystery. The whole group of words, "where he found it," is the mystery.

Since this group of words has a subject and predicate of its own, it is a clause. Since it is used as the subject of a verb, the clause is used like a noun. Therefore, we say it is a noun subordinate clause.

You remember the definition of a noun clause:

A noun clause is a clause used like a noun.

In this sentence, "That the earth is round has been proved," *what* has been proved? The whole group of words, "that the earth is round," answers the question. Since this group of words has a subject and predicate of its own and is at the same time the subject of the verb "has been proved," it must be a noun clause.

You will notice that the subject of each of the italicized verbs below is a noun clause.

1. Where I should keep the dog *was* my problem.
2. That you have worked hard *is* evident.

Each of the following sentences contains an italicized verb. In some of the sentences the subject of the italicized verb is a single noun. In other sentences it is a group of words known as a noun clause. Opposite each sentence write the subject of the italicized verb in the sentence.

1. This book of poems by Longfellow *is* mine. 1.

2. That he did not see the signal *is* evident. 2.

3. Where I should search next *was* my problem. 3.

4. The coat on that hanger *is* a gift from my mother. 4.

5. That he will visit us on his return *may be* his plan. 5.

6. That he has forgotten his lines *is* an indication of stage fright. 6.

7. The picture over the mantle *is* beautiful by firelight. 7.

8. How old Fido saved the baby *is* a long story. 8.

9. That he noticed such a small mistake *seems* queer. 9.

10. That he can lose his temper so easily *is* a matter of concern to his parents. 10.

11. That he could have lost his way over such a familiar road *seems* very strange. 11.

12. The hours *seem* to drag by. 12.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 12

Noun Clauses Used As the Complement

In your last lesson you learned that a noun clause might be used as the subject of a sentence.

In the same way, a noun clause may be the complement of a verb.

Examples: 1. My hope is *that you will go.*

My "hope" is what? The whole group of words, "that you will go," is the complement. Because it tells exactly what the hope is and means the same thing as the subject, it is a predicate nominative complement. Since it is used like a noun, it is a noun clause.

2. The report is *that there will be no school tomorrow.*

The "report" is what? The group of words, "that there will be no school tomorrow," answers the question. Since the group of words, "that there will be no school tomorrow," has a subject and predicate and explains what the report actually is, it is a noun clause used as a predicate nominative.

3. I believe *what you say.*

"I believe" what? I don't believe "you"; I don't believe "what"; I believe the thought expressed in the whole group of words, "what you say." Since "what you say" has a subject and predicate and receives the action expressed in the verb, it must be a noun clause used as the direct object.

In the following sentences you will notice that the complement of each italicized verb is a noun clause.

1. I *heard* that the man was not guilty.
2. His excuse *was* that he had forgotten his book.

Each of the following sentences contains an italicized verb which has a complement. Sometimes the complement is one word. Sometimes it is a group of words known as a noun clause. On the next page write the complement of the italicized verb in each sentence.

If the complement is a predicate nominative, write P.N. after it.

If it is a direct object, write D.O. after it.

1. My hope *is* that we may win the game this afternoon.
2. I *hope* that we shall win the game this afternoon.
3. His mother *saw* that he was sorry for his discourtesy.
4. We *saw* many piles of papers on the table.
5. He could scarcely *read* what he had written.
6. The rumor *was* that he had lost his money in Wall Street.
7. The question *was* where could he get another cap.
8. Some of these pencils we *should have sharpened* yesterday.
9. We *heard* what they said.
10. The guest of honor *was* an author of great note.
11. We *saw* that the members of the team had already been chosen.
12. We *hope* that you can return our call soon.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 12

(Continued)

No.	COMPLEMENT	KIND OF COMPLEMENT

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 13

General Study of Noun Clauses

If you thoroughly understand noun clauses, you should now be able to pick them out and tell whether they are used as the subject, the predicate nominative, or the direct object.

It will be wise for you to use the following definite plan in looking for noun clauses.

1. Find the first verb or verb phrase and look for its subject.

2. Then see if there is a complement. The complement may be one word, or it may be a group of words containing a subject and predicate of its own. This, of course, would make it a noun clause.

3. Then find the second verb and look for its subject. The subject may be one word, or it may be a noun clause.

The whole secret in recognizing noun clauses is in being able to tell whether *one* word or a *group* of words is the subject or the complement of a verb.

To be sure, noun clauses may be used in other ways, too. In this unit, however, you will study only those that are used as subjects or complements.

Most of the sentences below contain noun clauses; some do not. Each of these noun clauses is used in one of the following three ways: as the subject (S.), predicate nominative (P.N.), or direct object (D.O.).

On the next page copy the noun clauses.

After each clause write the abbreviation that shows its use in the sentence.

Before each clause write the number of the sentence from which it is taken.

1. I hope that you enjoyed your vacation.

2. That the party was a great success was the opinion of every one.

3. The report is that the baseball season has begun.

4. The papers which you write are very neat.

5. That you understand clauses must be a great satisfaction.

6. Your work has pleased me greatly.

7. My belief is that there were at least thirty persons in the room.

8. The man asked why the laughter was so prolonged.

9. I hope that you will pass in your test.

10. The rumor was that they had bought a ranch in Arizona.

11. What he said was not important.

12. By the side of the road sat a small child of five, the picture of happiness and contentment.

13. Do you believe that the girls will return today?

14. That she is popular is very evident.

15. Her idea is that we take a trip next week.

16. One of my friends does a great deal of reading.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 13

(Continued)

No.	NOUN CLAUSE	USE

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 14

General Study of Subordinate Clauses

Adjective clauses, you remember, modify nouns or pronouns.

The adverbial clauses which you have studied modify verbs.

The noun clauses which you have studied are used as subjects or complements.

If you thoroughly understand subordinate clauses, you should be able to pick out a subordinate clause, give its use, and tell the kind of clause it is.

Examples: 1. I do not know what you mean.
2. I am going home when I finish this seam.
3. The boy who took first place in the hundred-yard dash is my cousin.

SUBORDINATE CLAUSE	USE	KIND
what you mean	direct object	noun
when I finish this seam	modifies "am going"	adverbial
who took first place in the hundred-yard dash	modifies "boy"	adjective

Sometimes a sentence contains more than one subordinate clause.

Example: That he is the hero of the day is a fact which every one realizes.

SUBORDINATE CLAUSE	USE	KIND
that he is the hero of the day	subject	noun
which every one realizes	modifies "fact"	adjective

Copy the subordinate clauses in the following sentences in the proper column on the next page. After each clause, write its use and the kind of clause it is—adjective, adverbial, or noun.

1. I know the boy whom you met at the party.

2. I then requested that they send the man his check without delay.

3. She is going where the sun shines three hundred sixty days every year.

4. That you know your subject is apparent.

5. I hope that you can go to the museum every day, Eleanor.

6. Her idea is that we take our own bedding on the hike.

7. The piece which you just played has such a gay melody.

8. Can you not hear what I am saying?

9. That you would have enjoyed that concert cannot be denied.

10. Jack sits where he can look out of the window.

11. The child who hurt her knee is laughing.

12. The book that I have just finished reading contains over three hundred pages of fine print.

13. This sentence contains a clause which is dependent.

14. The ring that Helen found has a small diamond in it.

15. Sit where I can see you, please.

16. The rumor which spread so rapidly was false.

17. I cannot understand why she should have felt hurt.

18. This assignment, which may have been difficult, is almost finished.

19. If I were you, I should ask Helen's advice.

20. When Aunt Martha comes, she will have presents for us all.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 14

(Continued)

No.	SUBORDINATE CLAUSE	USE	KIND

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 15

Simple and Compound Sentences

You have studied two kinds of sentences, simple and compound.

A simple sentence consists of one complete thought.

Example: Mr. Jenkins is painting his house white.

A compound sentence consists of two or more separate and distinct thoughts so closely related that they form one complete thought.

Example: I have prepared my English lesson, but I still have some problems in algebra to work.

The separate thoughts of compound sentences are frequently connected by conjunctions. These are called **coördinate conjunctions** because they connect clauses of equal rank.

The coördinate conjunctions that are used most frequently are *and, or, but, for.*

You have already learned that the thoughts of a compound sentence may be connected by a conjunction preceded by a comma.

Rule 8. The comma is used before conjunctions that connect the thoughts of a compound sentence.

Remember that you do not have two distinct thoughts unless the second verb has its own subject. When both verbs have the same subject, you have only a compound predicate.

Example: The girl rose from her seat hurriedly and rushed into the house.

Each of the following sentences is either simple or compound. Find the simple sentences and place a cross (x) before each of them.

Study each compound sentence carefully and decide whether it needs a comma according to Rule 8. If it does, place the comma where it belongs. If it does not, leave the sentence as it is.

( ) 1. The congressman would have spoken but the captain did not give him an opportunity.

( ) 2. We couldn't afford to cheat; we were on our honor.

( ) 3. When can you help me with this problem in algebra?

( ) 4. He must pay the rent tomorrow or Mr. Sadler will foreclose.

( ) 5. I wanted to go but Mother preferred to stay at home.

( ) 6. Many interesting assemblies are held during the year.

( ) 7. The clock ticks gently and the fire burns cheerily.

( ) 8. Automobiles are very useful but occasionally they need to be repaired.

( ) 9. Many persons saw the football game at the stadium last week.

( ) 10. Mother read the queer little note and then she laughed.

( ) 11. I went to town yesterday but my sister stayed at home.

( ) 12. We could hear the speaker; we could not see him.

( ) 13. The sun is shining and the birds are singing.

( ) 14. Every simple sentence has one subject and one predicate.

( ) 15. Have you done this lesson perfectly?

( ) 16. There are many splendid magazines published in this country every month.

( ) 17. Have you read those interesting articles in *Harper's* this month?

( ) 18. I do not have a great deal of time to read but I make use of every opportunity.

( ) 19. A new branch of the public library has been opened near us and we greatly appreciate its convenience.

( ) 20. Many persons read a great deal; others seldom open a book or magazine.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 16

Complex Sentences

You have studied two kinds of sentences: simple and compound. In this lesson you will study the **complex sentence.**

A complex sentence has one principal clause and one or more subordinate clauses.

In the following examples of complex sentences, the principal clauses are in regular type. The subordinate clauses are italicized.

Examples: 1. This is the house *that Jack built.*
2. The man *who gave a party to the newsboys* is president of a bank.
3. *If this wonderful age continues,* I shall believe anything *that any one tells me.*

Inasmuch as several of the previous lessons in this unit dealt with sentences containing subordinate clauses, you should have no difficulty in recognizing complex sentences. In those lessons you were dealing with complex sentences, but we were not then concerned with the kinds of sentences.

Whether a sentence is simple, compound, or complex depends upon the number and kinds of clauses in the sentence:

1. One principal clause alone makes a simple sentence.
2. Two or more principal clauses make a compound sentence.
3. One principal clause and one or more subordinate clauses make a complex sentence.

The sentences below are of three kinds: simple, compound, and complex.
On the next page, in the space provided, write the kind of sentence each is—simple, compound, or complex.

1. Twelve of the fifteen pupils passed the test with a high mark.
2. As I walked down from the platform with my diploma in my hand, I felt very proud indeed.
3. He realized that he could not remain there much longer.
4. If I must go to every store in town, I will match this ribbon.
5. Uncle Henry laid the gold cane on the table, but Sam did not see it.
6. Tomorrow will be the shortest day of the year.
7. I opened the door; no one was there.
8. That is the pencil which has the rubber point.
9. How still it is this evening!
10. Can you help us in the office right away?
11. It is spring; the birds are building their nests.
12. I cannot go with you because I have not finished my work.
13. For many years our laboratories have specialized in fine soap products.
14. I know him well, and I have never seen him lose his temper.
15. Can you recognize a complex sentence when you see one?
16. I cannot believe that he would deliberately tell a lie to his mother, because he loves her dearly.
17. You could never be satisfied with such a flimsy excuse.
18. I have a new dress, but I am not going to Helen's party.
19. What do you see in the yard?
20. He answered her question with a quick nod of his head.

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 16

(Continued)

No.	KIND OF SENTENCE	No.	KIND OF SENTENCE
1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10.		20.	

Name..... Date.....

MASTERY GRAMMAR GUIDES

Unit 5, Lesson 17

Use of the Comma with Introductory Subordinate Clauses

You have now studied eight rules for the use of the comma:

1. Nouns of direct address should be set off by commas.
2. "Yes" and "no" when used in answering questions should be set off by the comma.
3. Members of a series should be separated from one another by commas unless there are conjunctions between all the members of the series.
4. Nouns in apposition, with their modifiers, should be set off by commas.
5. A direct quotation should be set off from the rest of a sentence by a comma when the quoted matter is a statement.
6. The different parts of dates and addresses should be separated from each other and from the rest of the sentence by commas.
7. Parenthetical expressions are set off by commas.
8. The comma is usually used before the conjunctions *and, or, but, for* when distinct statements are joined.

The ninth rule has to do with subordinate clauses.

Rule 9. When the subordinate clause precedes the principal clause, it is set off by a comma.

Example: When people walk down the street, they often look in the shop windows.

In other words, when the subordinate clause comes *before* the principal clause, it is set off by a comma.

If you turn the example around, so that it reads, "People often look in the shop windows when they go down the street," there is *no* comma because the subordinate clause comes *after* the principal clause.

You will notice in the following examples that the subordinate clauses precede the principal clauses:

1. When the bell rings for lunch, the class is dismissed.
2. If I see Jack soon, I shall give him your message.

Below are twenty sentences that are written without commas. The commas that are needed illustrate the nine rules given above. Place commas where they are needed. Write above each comma the number of the rule it illustrates.

2 1
Example: Yes, I have studied this lesson, Miss Rogers.

1. Jack will you please lend me your eraser?
2. "I know that trick" said Tom.
3. Take your coat to the closet and put your rubbers on the service porch.
4. When the bell rings we shall be dismissed.
5. If his father should refuse he would be released from his obligation.
6. He thought that Mary ran to her with a subdued cry but it seems that he was mistaken.
7. Every one has gone but you and me.
8. When Beulah's father called the news to her she dropped the plate she was washing and burst into tears.
9. On March 9 1926 the student body of Hamilton Junior High School held its first meeting.
10. She had tried to make the room neat and fresh but the cracked plaster the oilcloth floor-covering the cheap furniture and the flies made her efforts a mockery.
11. A Modern Language Tournament was held on Saturday June 9 1928.
12. If her friends had come to see her it might have been better.
13. Her father a lawyer of some prominence in the old days had always been a tense nervous man but now he had become vociferous and often disagreeable.
14. When he arrived at the station there was no one there to meet him.
15. Henry was sometimes unhappy but James the finest and brightest boy in the eighth grade had made a chum of him.
16. The second meeting of the Library Club by the way was held Tuesday May 8 1928.
17. When Allen went away to school he had to leave his dog behind.
18. There was no real light in his small room and yet there was no real darkness either.
19. On Thursday July 22 1926 the Prince of Sweden was welcomed to Los Angeles California.
20. Yes it was very little but it was enough.

Unit V

Daily Drill

Clauses

1. A clause is a group of words having a subject and a predicate.

2. A clause that is grammatically independent is a **principal** clause.

3. A clause used like a part of speech is a **subordinate** clause.

(*a*) An *adjective* subordinate clause is a clause used like an adjective.

(*b*) An *adverbial* subordinate clause is a clause used like an adverb.

(*c*) A *noun* subordinate clause is a clause used like a noun.

4. Many subordinate clauses are introduced by certain kinds of so-called **introductory words.** Two important kinds of introductory words are relative pronouns and subordinate conjunctions.

(*a*) *Relative Pronouns.* The following words, *who, whose, whom, which,* and *that,* are relative pronouns only when they stand for and relate back to some noun or pronoun in the same sentence.

(*b*) *Subordinate Conjunctions.* The following lists of words are often used as subordinate conjunctions. When they are subordinate conjunctions, they introduce a subordinate clause and connect it to some part of the principal clause.

The subordinate conjunctions in the first group *usually* introduce adverbial clauses.

as	after	than	till
if	for	unless	so that
because	although	lest	provided
before	though	until	except

The subordinate conjunctions in the second group often introduce adverbial clauses; sometimes they introduce noun clauses. Occasionally *where* and *when* introduce adjective clauses.

how	however	while
when	whenever	since
where	wherever	
why		

Classification of Sentences According to Form

1. The simple sentence consists of one principal clause which expresses a complete thought.

Example: Our neighbors have a new automobile.

2. The compound sentence consists of two or more principal clauses.

Example: Donald went back home, but Margaret stayed at the beach.

3. The complex sentence consists of one principal clause and one or more subordinate clauses.

Example: Birds sing when the sun shines.

The following chart will help you fix the kinds of sentences in your mind.

Principal Clauses	Subordinate Clauses	Kind of Sentence
one	————	simple
two or more	————	compound
one	one or more	complex

Uses of the Comma

(See *Daily Drill for Unit III* for the first seven uses.)

8. The comma is used before conjunctions that connect the complete thoughts of a compound sentence.

Example: Mrs. Johnson followed the directions carefully, and the result was most satisfactory.

9. When the subordinate clause precedes the principal clause, it is usually set off by the comma.

Example: When people visit Italy, they often mention the climate.

Unit V

Supplementary Sentences

Adjective and Adverbial Clauses

1. When Josephine entered the class, she brought a special permit with her.
2. Although the study bell has rung, we shall have one more sentence, and then we shall stop.
3. The sentences that you see on the board were diagrammed yesterday.
4. On the teacher's desk you can usually see many papers.
5. The door that we opened led to the basement.
6. Copy the statements that are true about your book.
7. I shall leave tomorrow provided my passport arrives.
8. The people who are making the noise outside are gymnasium students.
9. In this class we shall have memory work on Friday.
10. If you want to do good work at school, pay attention in class.
11. The flowers that you see on my desk are fresh.
12. The girl who entered the room brought a message to the teacher.
13. Before the program in the auditorium begins, the girls will be excused.
14. Although we see many pupils in the hall, they have not all arrived yet.
15. We shall have drill on clauses until every one understands them.
16. The girls in the hall are showing our guests through the buildings today.
17. Persons who borrow pencils are sometimes forgetful.
18. We do not go to the library until the bell rings.
19. Outside the window we could hear the voices of many boys and girls.
20. Did you get that answer to your problem last night?

Noun Clauses

1. I wish you could have heard the program this afternoon.
2. The girl who just left the room must be an office assistant.
3. What you studied today must have been very interesting.
4. My hope is that you remember it well.
5. Indians lived in America before Columbus discovered it.
6. I have heard that Felix plays the violin beautifully.
7. My desire is that we may go to Missouri together this summer.
8. "What is your name?" asked the teacher.
9. The books that are lying on the table were a birthday present.
10. What his plans are is a mystery to me.

General

1. Whenever we go to the theater, we buy our tickets in advance, and then we get good seats.
2. The boy who sits at the desk is Billy.
3. I have just noticed who sits in the back seat, and I shall ask her the next question.
4. We hope Milan understands this sentence.
5. The sentences that the teacher is giving you are easy, and you should understand all of them.
6. Unless something unexpected occurs, she will be at the office early in the morning.
7. Walter went home last night after school, and he studied hard all evening.
8. Bob wanted a Ford car although he could not drive one.
9. You must work hard every day until you accomplish your work.
10. The people who look out of windows do not always learn a great deal.
11. I thought John was watering the lawn.
12. Although clauses have been explained to you many times, you still need drill.
13. Did you ask who would preside tomorrow?
14. The play that we saw today was very charming, and we enjoyed it.
15. Allen must study his introductory words, and then he will make no mistakes.
16. I do not know whom I should see about this matter.
17. The man who played the bass viol was a stranger to me, but he was a good musician.
18. I have seen that man in the movies, but I don't remember his name.
19. That hat is beautiful, but I wish it did not have that red ribbon on it.
20. While the band is playing, we shall march to Tipperary.
21. The people who do not work cannot hope to learn.
22. What you have said sounds reasonable.
23. Although your face is familiar, I do not remember where I met you.
24. The man whom I saw yesterday came from Canada, but I did not hear his name.
25. The rumor is that we shall have no school on Thursday.

Unit V

Supplementary Sentences for General Study of Punctuation and Capitalization

1. in the front row you can see harrys mother the woman in the white hat
2. on september 10 1929 school began in los angeles one of the cities on the western coast
3. your party ada was lovely and i thoroughly enjoyed every minute of it
4. yes those tomatoes look very nice mr von however i do not need any today
5. i want some peaches pears cucumbers and lettuce please send them on the first delivery
6. although i do not remember his name im sure i have seen him before
7. he must be mr adams the man who works in the first national bank
8. on march 3 1927 my mother and father celebrated their fiftieth wedding anniversary said alice
9. mildred will you bring bread tomatoes and cucumbers from the market this evening asked mrs hart
10. yes if the market is still open i shall gladly bring them replied mildred
11. shouldnt you like to see the graf zeppelin the big ship from germany
12. girls (plural) clothes are always an interesting topic of conversation
13. by the way are you going to the show this evening asked mr hope
14. wont you go with us asked the girls
15. how often i think of some of dickenss rare descriptions of people
16. on labor day reported miss janis mr gardiner mrs gardiner and lillian were able to go to the beach
17. to which of the beaches did they go asked harold
18. i believe it was ocean park replied miss janis his teacher
19. jamess mother the president of the board of education is a remarkable woman
20. she can always see the childs point of view in fact she has been a student of childrens problems for many years
21. if she offers a course in child psychology at washburn college this fall i shall enroll in it
22. bertha helen mabel and i planned to go to the beach today but helens employer would not give her a vacation
23. jamess work at jefferson high school has been entirely satisfactory but harold has not done so well
24. no two brothers work is of the same quality in fact the difference is often very marked
25. when you go to lunch today will you stop at barkers for the table cover which i ordered
26. how beautifully the streets of kansas city were decorated during the convention
27. the ladies tournament will be held april 12 at the westwood country club
28. besss tennis has improved greatly since i last saw her play
29. she has practiced faithfully during the long hot summer days never once did she waver in her determination
30. how long have the snows lived there asked mr scott the laundry driver
31. they have not lived there long but we have come to know them very well replied mrs howard they have three sons foster robert and louis
32. how much the youngest son louis looks like his father
33. no the groceries that you ordered have not yet come mrs wentzel
34. tom and florence were married october 12 1929 at st louis missouri
35. france belgium italy and spain are all countries in europe the continent which lies on the other side of the atlantic
36. when they strike oil on our land we shall visit all those countries helen
37. i wish they would begin drilling at once but i know the empire company cannot be hurried
38. according to our lease they must begin drilling before january 1 1929 or they must give up their lease
39. fear worry anxiety and depression are all enemies of happiness they should be overcome at the earliest moment possible
40. yes thats true but they are very difficult habits to overcome
41. you are right in calling them habits if they are given an opportunity they fasten themselves upon an individual like a leech but they can always be conquered
42. philadelphia the scene of many historical incidents is a beautifully picturesque city you must be sure to visit it during your trip isabel
43. by the way when do the boats for catalina leave wilmington i may want to take that trip sometime
44. eleanor my youngest sister lives in topeka kansas but leone the older one lives in norwich
45. duluth minneapolis and st paul are all cities in minnesota and every one of them is well worth a visit
46. what a fine visit you must have had in norway mr hover
47. ive never been to europe but when ive completed my present work i plan to go
48. on november 12 1929 helens cousin vincent kerans established a branch of his business in memphis tennessee in fact he spends practically all his time there

Name..... Date.....

Mastery Grammar Guides

Test on Unit V

Form A

I. Some of the sentences below contain adjective subordinate clauses; some do not. Enclose the adjective clauses in parentheses. Place a cross (x) above the noun or pronoun each adjective clause modifies.

x
Example: This is the drawing (that I like best).

1. The book that I should like to own is *David Copperfield.*
2. I attended the lecture, but I could not hear the speaker very well.
3. Did you see the problem which puzzled me so much?
4. The girl who sits across the aisle from me is a good student.
5. I am sitting where I can look across the valley.

II. Some of the sentences below contain adverbial subordinate clauses; some do not. The adverbial clauses in these sentences modify verbs or verb phrases. Enclose each adverbial clause in parentheses. Place a cross (x) above the verb or verb phrase that each of the clauses modifies.

x x
Example: I am going (when Eleanor does).

1. I am sitting where a cool breeze strikes me.
2. Have you been working on that algebra problem all this time?
3. Before the cat could catch the bird, I slammed the door, and the bird flew away.
4. This is the book which Henry recommended to me.
5. When the door opened, a dainty little girl in blue smiled at us.

III. Some of the sentences below contain noun clauses; some do not. Each of these noun clauses is used in one of three ways: (1) as the subject; (2) as a predicate nominative; (3) as the direct object. Enclose each noun clause in parentheses. After each sentence write the use of each noun clause.

1. The teacher knew what Jack had done with the test papers.
2. That you are clever has been demonstrated.
3. Jack is visiting his grandmother in the country, but his sister wished to stay at home.
4. The trouble is that you are not thinking.
5. I know that he always tells the truth.
6. The boy whom I just met is very tall.

IV. Below, you will find three kinds of sentences: (1) simple; (2) compound; (3) complex. After each sentence write the word that shows the kind of sentence it is.

1. That is the house which my father sold to a wealthy man last week.
2. I have been reading an interesting book, *The Royal Road to Romance,* but I shall finish it this evening.
3. Have you been puzzling over that problem ever since dinner time?
4. Before the old man could think twice, Mary had seated him in an easy chair before the fire.
5. Our neighbors have just purchased a new automobile, and they have asked us to go to Seattle with them.
6. When you have finished your history lesson, will you help me?
7. Sarah is a very pretty child, but Helen has more friends.
8. During the night the wind rose, and the rain came down in torrents.
9. An old English ivy vine practically covered the framework of the little brown church.

V. You will find below a group of complex and compound sentences that are written without commas or semicolons. Place these marks of punctuation where they are needed.

You will remember, of course, that some complex sentences need no punctuation except the proper end mark.

1. When Jack kicked a goal after the touchdown the crowd of spectators cheered and cheered.
2. While the dishes were being washed Mary studied diligently.
3. My mother sings well but my father cannot carry a tune.
4. In summer Jack likes to swim in winter he takes long hikes.
5. The boy who is wearing the red sweater is very popular.

Name..... Date.....

Mastery Grammar Guides

Test on Unit V

Form B

I. Some of the sentences below contain adjective subordinate clauses; some do not. Enclose the adjective clauses in parentheses. Place a cross (x) above the noun or pronoun each adjective clause modifies.

x
Example: This is the drawing (that I like best).

1. The dress which I gave away was an old one.
2. The high, snow-covered peak that you see is Mount Baldy.
3. I saw several of my classmates, but I did not see you.
4. Mrs. Dykes, who is my mother's best friend, plays the violin well.
5. I am sitting where a cool breeze strikes me.

II. Some of the sentences below contain adverbial subordinate clauses; some do not. The adverbial clauses in these sentences modify verbs or verb phrases. Enclose each adverbial clause in parentheses. Place a cross (x) above the verb or verb phrase that each of the clauses modifies.

x x
Example: I am going (when Eleanor does).

1. If I were you, I should go with my uncle.
2. When Julius gives his report, all the pupils listen carefully.
3. Robert gives his report last because he is president.
4. The man whom you met is our principal.
5. I cannot start until I have sent my sister a message.
6. He who studies hardest often learns most.

III. Some of the sentences below contain noun clauses; some do not. Each of these noun clauses is used in one of three ways: (1) as the subject; (2) as a predicate nominative; (3) as the direct object. Enclose each of the noun clauses in parentheses. After each sentence write the use of each noun clause.

1. My mother saw that my brother was ashamed of his foolish mistake.
2. That you are a clear thinker is evident.
3. My belief is that you are trying hard.
4. Do you know the man whose name I mentioned?
5. I talked with Mr. Sanderson for a few minutes yesterday.
6. I understand that many of our friends plan to go to New York this winter.

IV. Below, you will find three kinds of sentences: (1) simple; (2) compound; (3) complex. After each sentence write the word that shows the kind of sentence it is.

1. When the sun shines, the birds sing.
2. The trumpeter blew a mighty blast, and the hall was immediately silenced.
3. Did you see that pin, the one with the emerald, or did I leave it at home?
4. A simple sentence has one subject and one predicate.
5. As he moved quietly up the aisle, he saw a friend of his childhood days.
6. Mother laughed when she read the clever joke.
7. Norma was very pale, but she waved gayly at her father.
8. Have you made any mistakes in this part of your test?

V. Below, you will find a group of complex and compound sentences that are written without commas or semicolons. Place these marks of punctuation where they are needed.

You will remember, of course, that some complex sentences need no punctuation except the proper end mark.

1. When we returned to America we found our home in readiness.
2. We couldn't afford to cheat we were on our honor.
3. Your teacher will help you if you do not understand the lesson.
4. If you can pick out all the compound sentences from this lesson in five minutes you are a good worker.
5. I went to the library last evening but I did not finish my report.

Name..... Date.....

Mastery Grammar Guides

Test on Unit V

Form C

I. Some of the sentences below contain adjective subordinate clauses; some do not. Enclose the adjective clauses in parentheses. Place a cross (x) above the noun or pronoun each adjective clause modifies.

x

Example: This is the drawing (that I like best).

1. The lesson which I am assigning is very important.
2. Which way did the girl in the blue dress go?
3. I bought the blotter that you see on my desk at Robinson's.
4. The guard entered the cell quietly and brought the prisoner a loaf of bread and a pitcher of water.
5. The only furniture that Gerard saw in the room was a huge oak chest.
6. The dress which you think is so pretty I made at school.

II. Some of the sentences below contain adverbial subordinate clauses; some do not. The adverbial clauses in these sentences modify verbs or verb phrases. Enclose each adverbial clause in parentheses. Place a cross (x) above the verb or verb phrase that each of the clauses modifies.

x x

Example: I am going (when Eleanor does).

1. I shall keep you here until you have told me the truth.
2. Where did you put that dress with the long blue fringe?
3. August had passed before he returned from the mountains and resumed his business.
4. Yes, the gift was small, but it was appreciated.
5. As the show moved from hamlet to village, the news of its star performer traveled forth.

III. Some of the sentences below contain noun clauses; some do not. Each of these noun clauses is used in one of three ways: (1) as the subject; (2) as a predicate nominative; (3) as the direct object. Enclose each of the noun clauses in parentheses. After each sentence write the use of each noun clause.

1. The rumor is that Mr. French will be the next Democratic candidate for governor.
2. I wonder what that child is thinking about now.
3. After only a few years he became president of the organization.
4. That you will be chosen as one of the debaters is almost certain.
5. The place which I shall visit is a hidden resort in the mountains.

IV. Below, you will find three kinds of sentences: (1) simple; (2) compound; (3) complex. After each sentence write the kind of sentence it is.

1. A child in the first grade usually writes his name fairly well.
2. I went to town yesterday, and I bought a present for each of my three sisters.
3. The wind whistled shrilly around the corner of the house.
4. If you can work this algebra problem, will you help me, Sarah?
5. This automobile has green wheels and a black body.
6. The squirrel ran up the tree, but the dog continued to bark.
7. If potatoes are three cents a pound, how many pounds can you buy for fifty cents?
8. The train wound its way through the mountains to the summit.

V. Below, you will find a group of complex and compound sentences that are written without commas or semicolons. Place these marks of punctuation where they are needed.

You will remember, of course, that some complex sentences need no punctuation except the proper end mark.

1. When she had delayed luncheon beyond the last limits of the patience of her cook he came into the patio.

   A railway train moves swiftly but an aeroplane moves much more swiftly.

3. John went fishing his sister went to a picture show.
4. The house will be lonely if Sam goes away.
5. If I find you a recipe will you make us a cake?

Name..... Date.....

Mastery Grammar Guides

Test on Unit V

Form D

I. Some of the sentences below contain adjective subordinate clauses; some do not. Enclose the adjective clauses in parentheses. Place a cross (x) above the noun or pronoun each adjective clause modifies.

x

Example: This is the drawing (that I like best).

1. Our supper was an old-fashioned stew that had a delicate aroma.
2. *Ivanhoe*, the book that I have been reading, would interest you.
3. One of the features of the story was the discovery of the plot of several Mexican trouble makers.
4. They came to the place which had interested the prospector, but they found no trace of gold.
5. I should like that hat if it did not have so many flowers on it.

II. Some of the sentences below contain adverbial subordinate clauses; some do not. The adverbial clauses in these sentences modify verbs or verb phrases. Enclose each adverbial clause in parentheses. Place a cross (x) above the verb or verb phrase that each of the clauses modifies.

x x

Example: I am going (when Eleanor does).

1. Since I shall have the car this evening, I can call for you at seven o'clock.
2. Jerry did not see his little friend because his eyes were blinded with tears.
3. Beyond the river, which was the end of all the earth, lived the Bad Men.
4. Draw the rope up, Gerard, until you can see the hook.
5. Suddenly something struck the wall behind him very sharply, and he turned quickly in that direction.
6. The child cried before he was hurt.

III. Some of the sentences below contain noun clauses; some do not. Each of these noun clauses is used in one of three ways: (1) as the subject; (2) as a predicate nominative; (3) as the direct object. Enclose each of the noun clauses in parentheses. After each sentence write the use of each noun clause.

1. That none of the people could give me any information was a disappointment.
2. The rumor is that our neighbors have suddenly become wealthy.
3. The study of grammar is easy if you think.
4. I understand that you have been chosen president of the student body for next semester.
5. The pupils studied quietly while the teacher corrected papers.

IV. Below, you will find three kinds of sentences: (1) simple; (2) compound; (3) complex. After each sentence write the kind of sentence it is.

1. Soldiers fight on the land, but sailors fight on the sea.
2. When dinner was announced, the two old cronies went in together.
3. Aunts, uncles, cousins, and distant relatives came to the picnic.
4. You know that you have been warned many times.
5. Our gardener cuts the lawn and takes care of the flowers.
6. The book which I just read tells a story of unusual bravery.
7. Jane started the work, but Mary finished it.
8. I just saw old Jerry, my friend's dog, across the street.

V. Below, you will find a group of complex and compound sentences that are written without commas or semicolons. Place these marks of punctuation where they are needed.

You will remember, of course, that some complex sentences need no punctuation except the proper end mark.

1. After the curtain had been raised the two girls continued their talking.
2. Jack is studying his mother is reading.
3. I did not like olives when I first tasted them.
4. Helen dusted the room and Sarah filled the vases with fresh flowers.
5. If the wind continues to blow a gale we shall not go.

Name..... Date.....

MASTERY GRAMMAR GUIDES

TEST ON UNIT V

Form E

I. Some of the sentences below contain adjective subordinate clauses; some do not. Enclose the adjective clauses in parentheses. Place a cross (x) above the noun or pronoun each adjective clause modifies.

x
Example: This is the drawing (that I like best).

1. Some of our friends who had been to New York visited us yesterday.
2. The lessons that are assigned are important.
3. Presently he rose and sprang at the iron bar of the window.
4. If I had a secret, I should keep it to myself.
5. My blue dress which has the real lace on it is soiled.

II. Some of the sentences below contain adverbial subordinate clauses; some do not. The adverbial clauses in these sentences modify verbs or verb phrases. Enclose each adverbial clause in parentheses. Place a cross (x) above the verb or verb phrase that each of the clauses modifies.

x x
Example: I am going (when Eleanor does).

1. Wherever you go, you will always remember your old friends.
2. The boy ran until he was exhausted.
3. We did not cheat, but the temptation was great.
4. If she had known the truth, it would have helped her immeasurably.
5. I know the person whom you mentioned.

III. Some of the sentences below contain noun clauses; some do not. Each of these noun clauses is used in one of three ways: (1) as the subject; (2) as a predicate nominative; (3) as the direct object. Enclose each of the noun clauses in parentheses. After each sentence write the use of each noun clause.

1. That he is the hero of the day is a recognized fact.
2. The teacher saw that the child was becoming confused.
3. They picked only the fruit that was ripe.
4. The trouble is that I want that book myself.
5. Helen, who saw the joke first, gave a queer little giggle.

IV. Below, you will find three kinds of sentences: (1) simple; (2) compound; (3) complex. After each sentence write the word that shows the kind of sentence it is.

1. What you meant has been made clear to me.
2. I attended the lecture, but I could not hear the speaker very well.
3. Have you been practicing finger exercises all this time?
4. Irene cannot go with us because her sister is ill.
5. At what hour are you going swimming tomorrow?
6. Some of the fruit was in perfect condition, but the apples had shriveled.
7. Behind our hills a brush fire is raging.
8. The play which we saw last evening was sad.

V. Below, you will find a group of complex and compound sentences that are written without commas or semicolons. Place these marks of punctuation where they are needed.

You will remember, of course, that some complex sentences need no punctuation except the proper end mark.

1. If you can go to the picnic telephone me as soon as possible.
2. The little girl had lost some money but her mother did not scold her.
3. Helen looked through the house for the lost books her father searched the attic.
4. Black is warm because it absorbs heat.
5. I saw my mistake instantly the others did not notice it.

Test Chart

Unit 3	
I. Uses of Nouns and Pronouns	
A. General uses	3, 11
B. Compound uses	4
C. The indirect object	5, 6
D. The possessive modifier	7
E. The exclamatory noun	8
F. The noun of direct address	8
G. The noun in apposition	9, 10
II. Capitalization and Punctuation	
A. Capitalization	
B. Punctuation	12, 14
1. Nouns of direct address	12
2. "Yes" and "no"	12
3. Members of a series	12
4. Appositives	13
5. Quotations	14
6. Dates and addresses	15
7. Parenthetical expressions	15

Unit 4	
I. Recognition of Pronouns	1, 2
II. Properties of Nouns and Pronouns	
A. Person	2, 8
B. Number	3, 8
C. Gender	4, 8
D. Case	
1. Nominative	5, 8
2. Objective	6, 8
3. Possessive	7, 8
III. Correct Use of Personal Pronouns	
A. Number	3, 10, 11
B. Case	5, 6, 7, 9, 12, 13

Unit 5	
I. Subordinate Clauses	
A. Recognition	1, 2, 3
B. Kinds	
1. Adjective	4, 5, 10, 14
2. Adverbial	6, 7, 8, 9 10, 14
3. Noun	11, 12, 13, 14
II. Kinds of Sentences	
A. Simple	15
B. Compound	15
C. Complex	16
III. Punctuation	
A. Compound sentence	15
B. Complex sentence	17

Individual Progress Card

Unit 3						
Form						
Date						
I. Uses of Nouns						
A. General uses						
B. Compound uses						
C. The indirect object						
D. The possessive modifier						
E. The exclamatory noun						
F. The noun of direct address						
G. The noun in apposition						
II. Capitalization and Punctuation						
A. Capitalization						
B. Punctuation						
1. Noun of direct address						
2. "Yes" and "no"						
3. Members of a series						
4. Appositives						
5. Quotations						
6. Dates and addresses						
7. Parenthetical expressions						

Unit 4						
Form						
Date						
I. Recognition of Pronouns						
II. Properties of Nouns and Pronouns						
A. Person						
B. Number						
C. Gender						
D. Case						
1. Nominative						
2. Objective						
3. Possessive						
III. Correct Use of Personal Pronouns						
A. Number						
B. Case						

Unit 5						
Form						
Date						
I. Subordinate Clauses						
A. Recognition						
B. Kinds						
1. Adjective						
2. Adverbial						
3. Noun						
II. Kinds of Sentences						
A. Simple						
B. Compound						
C. Complex						
III. Punctuation						
A. Compound sentence						
B. Complex sentence						

LIBRARY OF CONGRESS
0 003 244 604 8